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.ABSTRACT

Eleven papers delivered for the Division of Libraries Serving the General Public at the International Federation of Library Associations and Institutions 1992 annual meeting are presented. Most deal with library services to multicultural populations, including those of developing countries. The following papers are included: (1) "Library Provision to Indians Living in Malaysia" (K. S. Mun); (2) "Library Services to Indians in Canada" (U. Prasada-Kole); (3) "Library Services to the Indian Population in the United States" (R. N. Sharma); (4) "The Southern Ontario Multilingual Pool: A Model for Cooperative Library Service Development" (S. Skrzeszewski); (5) "Meeting Information Needs of Slow, Average and Gifted Learners" (M. Kapoor); (6) "The Application of Information Technology (IT) in Public Libraries in Developing Countries" (P. Borchardt); (7) "The Role of the Public Library in Combating Illiteracy" (B. Thomas); (8) "The First UNESCO Library Pilot Project" (S. N. Khanna); (9) "'Transformation': The ODA Trainer Development Project for Central and State Training Institute Librarians in India" (M. Freeman); (10) "User Education around the World: The UNESCO Survey of Library and Information User Education Programmes in Some Developing Countries" (O. Kokkonen); and (11) "Ask the Same Questions and Get a Different Answer--A Case Study in Library Opening Hours Surveys" (J. Frylinck). Most papers are followed by references. (SLD)

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Library Provision to Indians Living in Malaysia

by

Khoo Siew Mun

University of Malaya Library, Kuala Lumpur, Malaysia

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Abstract

Library Provision to Indians in Malaya

Khoo Siew Mun, Chief Librarian
University of Malaya

Indian people have been living on the Malay peninsula for more than 2,000 years. In recent times many have them come to work on plantations and the majority are Tamil. They now count for ten percent of the population.

School libraries services are provided at the 500 plus Tamil elementary schools. About ten percent of public/state libraries contain Tamil language materials. Large collections are held at the University of Malaya Library. Many Indians are now trilingual using Tamil, English and Malay.

LIBRARY PROVISION TO INDIANS IN MALAYSIA

Khoo Siew Mun

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University of Malaya

Paper presented to the
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March 1992

LIBRARY PROVISION TO INDIANS IN MALAYSIA

Khoo Siew Mun
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I. INTRODUCTION

EARLY IMMIGRATION

Historians have postulated the arrival of Indians to the Malay Peninsula over 2,000 years ago. They were birds of passage, and being mainly traders and travellers, free and powerful, they flowed to and from India, the Peninsula and the lands beyond.

It was not till the beginning of the 19th century that consolidated blocks of emigration from India took place, with the Peninsula as the target destination. The Malay Peninsula had been colonized, as British Malaya, beginning from 1786. Economic exploitation of the country soon began, initially with the cultivation of plantation crops: spices, sugar cane, pepper and rubber; then later with primary production of mining and quarrying. These economic activities had to be supported by infrastructures of road and rail transport. In combination, these activities needed large quantities of labour which could not be met locally. Throughout the 19th to the early 20th century, cheap, unskilled labour from South India was recruited into Malaya in large numbers through assisted emigration. The **indenture contract system** ‘originated with a contract, usually written and voluntarily assumed, but in practice it was often not a true contract at all' (Sandhu, p.55). The labourer in theory would be freed of his contract at the end of three years; but in reality remained indebted to work for a pittance for years on end, except when repatriated should he prove unsuitable. This system was abolished in 1910 and succeeded by a recruitment system under a headman, or **kangany**. The **kangany recruitment system** ‘began in the 1890s... remained unaltered in its fundamental aspects until 1938 when it was abolished following a ban by the Indian government on emigration of unskilled labour' (Sandhu, p.56-57).

In addition to these two methods of assisted labour to Malaya, were voluntary free labour, who like emigrants everywhere, left their home country for a variety of reasons - economic, political and social - in search of a better life. Amongst these were the better-educated and those with professional skills.

> Altogether, the South Indian was perhaps the most satisfactory type of labourer, for in addition to being a British subject, accustomed to Brutish rule, he was a good worker, not too ambitious and easily manageable. He had none of the self-reliance nor the capacity of the Chinese, but he was the most amenable to the comparatively lowly paid and rather regimented life of estates and government projects. He has well-behaved, docile and had neither the education nor the enterprise to rise, as the Chinese often did above the level of manual labour. These characteristics of the South Indian labourer made him all the more indispensable as a worker (Sandhu, p. 47).

Throughout this period, while the majority still saw India as their permanent base, many others stayed to make Malaya their new home. They brought out wives and families, or married locally into their own community. Thus by the time of Independence, in 1957, Malaya had a sizeable settled community of nearly a million Indians, whose forbears had emigrated in the couple of hundred preceding years. The bulk of early Indian emigration to Malaya had 'been of an ephemeral character, with approximately 4 million entering and 2.8 million leaving the country between 1860 and 1957' (Sandhu, p.68). The population after 1957 has been largely a settled one, with the majority being Malaysian citizens in their own right, through operation of law or through being born to nationals.

SOCIO-ECONOMIC ASPECTS

Writing in 1965, Arasaratnam made the following observation:

> The fact that the Indian element in the Malaysian population arose primarily from the need for plantation labour and that this labour was looked for and was forthcoming from one particular region of India [Tamil Nadu] to the exclusion of others has lent some homogeneity to the Malaysian Indians. It has resulted in the present position that about 80% of Indians in Malaysia are Tamil-speakers, another 10% being Malayalees and Telugus from closely related language-culture groups. The remaining 10% are northern Indians among whom Punjabis predominate (p.101).

Studies of Indians, especially of the Tamil estate labourer, testify to their economic poverty and relative inability to more upward socially. From the mid-1960s, however, many factors have combined to better the lot of Indians. Minimum wage legislation, unionization of estate labour, strengthening of the cooperative movement, and focussed remedial policy consequent to revealing academic studies have helped. A fundamental factor has been access to education. In the years following Independence, thousands of primary and secondary schools have been built all over the country, in both urban and rural areas. Fees were abolished, and consistent publicity given, year after year, to urge parents to send their children to school. Before Independence, only one university admitting a few hundred students a year (from Malaya and Singapore) was available; today there are seven universities in Malaysia alone, admitting some 10,000 students each year between them. There are also innumerable technical and vocational institutions. In this connection, the following observation is germane:

> For those who attended estate Tamil primary schools before 1957, the extent of occupational or social mobility was very limited. The Razak Report [1956] which unified the disparate elements into an integrated, national system provided a structure which was hitherto non-existent. Under this structure it was possible for the children of an estate worker who entered a Tamil school to complete a university education (Marimuthu, p.89).

Between 1982 and 1992, Tamil primary school enrolment doubled (from 73,900 to 105,000 children). Recent developments in the educational system (since 1988) have further integrated vernacular primary schools within the mainstream of the national education structure, thereby making it possible for Tamil school primary students to be admitted into national secondary schools, which are the base for vocational and technical institutions producing skilled labour; and academic institutions at tertiary levels.

Increasing opportunities to Indians (and all other sectors of the population) have reaped subsequent economic and social benefits. Better economic conditions of parents have naturally led to enhanced economic and social prospects for their children. In addition, consistent efforts of the Malayan/Malaysian Indian Congress (MIC), a political party formed in 1955 to help fight for Independence, thereafter to better the lot of Indians, has led to heightened political awareness amongst members of the community, and their ability to work for change through political means.

II. INDIANS IN CONTEMPORARY MALAYSIA

Library services can never be given in vacuo. They are delivered to a clientele whose profiles, needs and wishes must be understood for the services to be effective. National conditions and the environment within which the Indian community must operate, and the milieu in which library services are given are briefly indicated below.

NATIONAL CONDITIONS

Contemporary Malaysia is recognized as being one of the foremost amongst developing nations. Political stability since Independence (1957); low inflation rate; good infrastructures; trained and skilled manpower, and a burgeoning economy based on a range of natural resources (oil, gas, minerals and timber), are among the factors that continue to attract foreign investment. The country remains fairly cosmopolitan, open and receptive to foreign technology and advances.

Constitutional guarantees. A basic fear of minority groups is suppression and denial of socio-economic opportunities. In Malaysia, however, fundamental rights are guaranteed by the Constitution. Subject only to certain preferential provisions for the native `bumiputra', the Malaysian Constitution, amongst other features, prohibits 'discrimination against citizens on the ground only of religion, race, descent or place of birth in any law ....' (Article 8(2)); guarantees firmly to her citizens, freedom of religion (Article 8(1)); the right to speak and learn one's mother tongue (Article 151(1)(a)); and therefore to practise one's culture. Equal access to education, including education in the vernacular languages, is also provided for (Articles 152(1) and 12(1)). The right to own property is also guaranteed as a fundamental right within the Constitution (Article 8(1)(2)(5)).

THE INDIAN COMMUNITY

Percentage of Population. As a group, Indians account for about 10% of total population. Though a minority, the community is solidly entrenched within Malaysian's plural society and is much respected.

Citizenship Status. In direct contrast to early immigrants, nearly all Indians (96%) in Malaysia today are Malaysian citizens (1980 Census, Table 8.18), to whom all constitutional guarantees apply.

Composition. The 1980 Census enumerated the following linguistic groups of Indians:

Tamils (Indian); Malayali, Telegu, Sikh; other
Punjabis, Other Indians, Pakistani, Bangladeshi,
Sri Lankan Tamil, and other Sri Lankans.

Tamils are the predominant linguistic group, forming over 80% of the total (1970 Census).

Literacy. Considerable advances have been made since early days. By 1980, over 78% of the community (aged 5 years and above), had some schooling (i.e. achieved some level of literacy). In a country where the national literacy rate is 75%, literacy rate for Indians in 1980 was 74% - a very respectable rate indeed. In addition, over 10% of the community had obtained tertiary qualifications.

Economic Position. While still acknowledged to be relatively backward, considerable progress has also been made. Indians are found in every sphere of remunerative economic activity, especially in top professions such as medicine, law and academia. The 1980 census showed that the majority of those employed are in the public sector (82%), while 16% were self-employed, in manufacturing, business houses, retail, etc. Indians have been represented in the Government and at various levels of the administrative and professional services since Independence.

III. PROVISION OF TAMIL-SCRIPT LIBRARY MATERIALS

It is against a background such as delineated in Sections I and II that one must consider the provision of library facilities and services, be it to the Indian, or to other communities.

In reality, a comprehensive study should consider library provision of materials to all the Indian linguistic groups represented in the country. This task is beyond this tentative offering. As Tamils make up more than 80% of the total Indian population, this paper first attempts to survey library provision in terms of Tamil-script materials. Some observations on general library provision for the Indian community at large is then attempted.

SCHOOL LIBRARIES

Eleven years of education are provided gratis to the Malaysian child (6 years primary; 5 years secondary/upper secondary). Entrance to Form VI and nationally-run colleges and universities, however, are on a competitive basis within main ethnic groups. Tertiary education fees are nominal and have basically remained unchanged over the last 30 years. Teacher education is effected by a string of 27 teacher training colleges and at faculties of education at various universities. The 7,600 primary schools and 1,400 secondary schools are spread all over the country. Currently, of the total Malaysian population of just over 17 million, more than 2.53 million are enrolled in primary schools; and over 1.33 million are in secondary schools. It is not surprising that the Ministry of Education has by far and away the biggest allocation (18% of the total national budget) of all ministries. It is because of democratization of education that the national literacy rate has climbed dramatically over the last 30 years, since Independence.

Tamil Primary Schools. Of the total of 4,609 primary schools in Peninsular Malaysia, 543 (12%) are Tamil schools, between which enrol some 105,000 pupils (0.04% of total primary school enrolment). The trend is an increasing one, as more Indian parents see the advantage of their children being eventually trilingual, as English and Malay are also taught; and will be enhanced in their secondary school education.

All the 543 schools, like all other schools which come under the supervision of the Ministry of Education, are equipped with libraries, or resource centres, as they are established to help in facilitating the teaching process. Teacher librarians, many of whom are trained, are put in charge of these libraries. They are generally helped by students on the Library Committee, and many are rather resourceful in making use of facilities provided.

The main source of library funding comes from the Ministry, which follows a set formula in making available library funds for all schools. An overall base allocation is given which is dependent on the size of school. In addition a per capita allocation is subvented. This ensures that all libraries have regular, and consistent funding.

In most schools, Parent-Teacher Associations (PTA) work to raise additional money for school projects, such as the library. In addition, Past Pupils Associations, and other philanthropic donations, including book-gifts from booksellers and publishers, also go some way towards increasing library collections.

Progress of these schools is carefully monitored. In every one of the 11 states in which Tamil primary schools are established, is a supervisor of Tamil Primary Schools, who is directly under the State Director of Education. The Ministry's Schools Division has an experienced Coordinator of Tamil Schools who further ensures that all goes well. There are no Tamil schools in Terengganu, Sabah and Sarawak, where the Tamil community is very small.

Pupils, however, can still study Tamil in POL classes, explained below. In sum, then, it is clear that the provision of Tamil-script materials at the primary school level is supported and consistent, that the stocks are properly housed; and the library is monitored and used regularly. It should be noted, however, that the standards in-between do vary, being dependent upon such factors as enthusiasm and interest of the teacher-librarians, students, PTAs and others - all of which do influence the development of libraries.

Secondary Schools. In Malaysia today, a total of 1,300 national -type secondary schools enrol some 1,335,000 students. All these schools, as directed by the Ministry, would also have libraries (or resource centres) and teacher librarians, many of whom are trained. The medium of instruction in all national schools is, of course, the national language, Malay; while English is compulsorily taught as a second language. However, under the Education Act of 1961, all schools (primary or secondary) with pupils wishing to study their mother tongue are obliged to hold such classes. Teachers are additionally employed, and paid for by the Ministry, to hold these POL (Pupils' Own Language) classes.

Ministry of Education Circular 1/1988 stipulates clearly that the teaching of Tamil (and Chinese) must be provided on the request of parents of 15 students or more in a school. Thus, secondary school students, though following lessons in Malay; learning English as a second language; would still have the opportunity to continue with learning Tamil (or Chinese, as the case may be) via their POL classes. However, library provision of Tamil texts would be very limited, and the responsibility of obtaining texts for such classes would generally be on the students themselves.

It is well accepted that library provision is only one factor, though a main one, in providing information. In Malaysia, the educational role of school libraries is supported by other institutions. The national radio and television networks have specific time slots for school educational programmes in all the four major languages: Malay, English, Chinese and Tamil. In addition, an active publishing industry ensures a range of Tamil newspapers and magazines, both serious and popular. A few big publishers ensure an adequate supply of texts for schools. In addition, many Tamil books and magazines are imported from India. Thus library provision of Tamil materials is supported by the written word and audio-visual fare openly and consciously made easily available to Tamil youth.

PUBLIC LIBRARIES

In the last thirty years, a country-wide system of public libraries have been established. This includes a main state library for each of the 13 states. Some of the public libraries are very old, dating back to pre-war days; most were established between the 1970s-1980s. Collections range from 20,000 to over 300,000 volumes. All are open to the public free of charge.

In early 1991, the National Library of Malaysia (NLM) published a very useful update of its **Directory of Libraries in Malaysia, 1991,** which contains information and statistics on public, special and academic libraries.

Out of the 70 public/state libraries listed, seven libraries (10%) indicated that they held Tamil materials. These are fairly big libraries, by Malaysian standards, with holdings ranging from 35,000-210,000 volumes. The seven libraries are located in four states, being: Perlis (1), Perak (2), Selangor (3) and Malacca (1).

Questionnaire returns from public libraries with Tamil-script collections indicate that generally, specialist staff or staff-time has been allocated to deal with the materials. Some report part-time volunteer workers where Tamil staff expertise is not available. In addition reference services, story-telling sessions, audio-visual presentations and publicity contribute to inform and attract their public to the collections, especially pupils from Tamil schools. In Malaysia, public libraries count students among the greater part of their reading public; though many adults, especially lecturers in nearby teaching institutions, and the occasional researcher (especially those needing local materials) would also use the collections.

SPECIAL AND RESEARCH LIBRARIES

The Directory lists a total of 264 special and research libraries. These are libraries attached to government departments, research institutes and private sector organizations. They are not open to the public, though to researchers access can sometimes be granted on a needs basis. Of the 264 special libraries listed in the Directory, 11 libraries (4%) indicate they hold Tamil materials. Materials, however, are likely to be very varied in nature, and too specialized to be of use to the lay reader. Thus, for example, materials would include Tamil examination papers (in the Examination Syndicate Library); Tamil scripts (in the National Film and Broadcasting Department Libraries) and tribunal submissions and awards (in the Industrial Courts Library).

ACADEMIC LIBRARIES

The Directory lists 111 academic libraries attached to private or national educational institutions. Of the 111 libraries, 7 (6%) hold Tamil collections. Five are Teacher Training College libraries; one is a college Library, and one a university library, being that of the University of Malaya Library (UML). The libraries are located in the six states of Kedah, Perak, Selangor (2), Negeri Sembilan, Johore, and Sabah. With the exception of UML which accepts external membership from the public on a needs basis, the other libraries are basically closed to the public as they are meant for the students and staff of the college, and other official legitimate users.

University of Malaya Library. Of all the academic and literary collections in the country, the oldest is that of the University of Malaya Library, which dates back to the mid-1950s. In 1954, the University (then in Singapore) engaged Prof. Nilakanta Shastri, formerly of the University of Madras, as a Consultant to study the setting up of a Department of Indian Studies. The Department was later established, in 1956, and began to offer courses in 1957, by which time, 2,600 Tamil items had been collected as a result of purchases and generous donations. The Department (and books) moved to Kuala Lumpur in 1959. Over the last 30 years, the collection has grown to over 20,000 monographic volumes, with an annual growth of about 600-800 volumes per year. The UML also subscribes to over 30 serial titles, of which 2 are newspaper titles, and the rest include popular magazines and academic titles. In addition to Tamil materials, the Library holds some materials in other Indian languages and scripts, including Pali, Sanskrit, Urdu, Malayalam, Telugu, Punjabi and others.

The Division of Indian Studies in the Library was established in 1987. Its staff comprises one trained Librarian who holds a graduate degree in Tamil literature and a Masters degree in librarianship; and one clerical/typist support staff. Others help on a part-time basis. Research and reference services are given. All catalogue entries have been transliterated and information are being converted to MARC records. Items purchased over the last five years are already available (in transliterated format) for reference over the Library's OPAC terminals.

The collection, like the Library, is accessible to all researchers, nationally and internationally. It is open to those members of the public who register themselves as external members of the Library, on a regular basis; and to anyone wishing to refer to it on an ad hoc basis. The focus and strength of the collection is the `Tamil Malaysiana', a small, but growing collection of all materials published in, or written about Malaya/Malaysia, placed on closed access.

UML has been the chief source for Tamil bibliography in the country. In 1969, UML published the classic Tamil Malaysiana: a Checklist of Tamil Books and Periodicals Published in Malaysia and Singapore by Rama Subbiah. In 1984, it published the Indians in Peninsular Malaysia: a Study and Bibliography, by R. Ramasamy and J.R. Daniel. It is the only library in Malaysia to publish a separate accessions list for Tamil materials, since 1988. Significant new acquisitions and news items of interest are published in the Library's quarterly newsletter, the Kekal Abadi. The Library is extremely fortunate in being able to obtain close cooperation from the University's Department of Indian Studies. Staff of these two departments are embarking on a joint research project (1992-3) to document and consolidate on a comprehensive basis, all Tamil Malaysiana.

NATIONAL ARCHIVES OF MALAYSIA AND NATIONAL LIBRARY OF MALAYSIA

Both the National Archives of Malaysia (NAM) and the National Library of Malaysia (NLM) hold substantial records and materials in Tamil as both institutions are legal depositories and therefore should automatically obtain local imprints. Both institutions are freely open to the public, subject to normal rules of access (especially at the Archives) which serve to protect the records and collection. Both organizations have specialist staff to deal with the language and materials.

The National Library reference and loan services are particularly popular. In this connection, the Tamil fiction collection and Tamil serials are expected to be the most heavily used. All materials are listed in the Malaysian National Bibliography, which is now computerized.

The National Archives files and records of Tamil Associations; their valuable runs of Tamil old newspaper are used by researchers. Various lists and finding tools have been compiled, including one on Tamil, Malayalam and Punjabi periodicals.

COMMUNITY LIBRARIES

Apart from the formal, established system of libraries, are important collections which are used by the community. In her study, Thaiveegan discusses the importance of collections in associations, temples, and rubber plantations (estates) as follows.

Estate libraries have been established in 60%-65% of the country's 1,300 estates. Although only 20% are properly housed, their location - in family planning clinics, creches and community centres, make them very accessible to the estate community, including school children.

Temple collections, consisting of temple publications for devotees and commemorative issues marking festivals and landmarks in temple history, are interesting as research material.

Societies, associations and other organizations for youth and culture such as the MIC branch libraries also maintain small collections which are open to their members. Societies, such as the Hindu Youth Club and the Arulnirithirukuttam (a spiritual development organization), and the University of Malaya Tamil Language Society help to establish libraries or work towards enhancing their collections.

IV. OBSERVATIONS AND CONCLUSION

The Indian Malaysian of today has come a long way from his immigrant forebears. The Indian community is fully integrated into the national polity. Although like any of the other racial groups, there are still pockets of ignorance, illiteracy and economic backwardness, especially in the rural areas, the average Indian is literate, and is generally fairly well-placed on the economic and social ladder. In fact, it has been found that:

> Within Peninsular Malaysia, the ability to speak at least two languages was highest among the Indians, with higher proportions of Indians than Chinese [being] able to converse in Bahasa Malaysia [Malay, the national language]. (Census Report, 1980, p.109, Table 6.16).

Furthermore, of the three main racial groups, Indians are the most multilingual of the groups (ibid). Indian youths receive an education that permit them to be conversant in all three languages: and for many, Malay and English may well be their first working languages, as these are the chief media of instruction up to tertiary levels.

Thus, while some serious works and a deal of fiction continue to be published in Tamil, the Indian intelligentsia, like his international counterparts, largely publish in English. For many, a high degree of proficiency in Malay has also been acquired. Indian academics in the local universities teach in the national language; lecturers in University of Malaya's Department of Indian Studies read and write fluently in all three languages: Malay, English and Tamil. For example proficiency in Malay has been so well achieved that the recent Inaugural Lecture given by Professor S. Singaravelu, Professor of Indian Studies, entitled 'Corak dan Ciri-Ciri Utama Tamadun India' [Patterns and Characteristics of Indian Civilization] was delivered in Malay.

Against this background, it is unrealistic to consider that only library provision of Tamil-script materials as being relevant. The country's libraries and archives hold millions of volumes in many languages. The stocks include a vast body of materials relating to all aspects of India; and also of the rest of the world. These recreational and educational materials in the country's entire system of libraries are open to all races without let and hindrance. These are the stocks to which all Malaysians turn; and they remain the library provision which must be considered to be of prime importance to the Indian community in their search for knowledge.

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Library Services to Indians in Canada

by

Usha Prasada-Kole

Metropolitan Toronto Reference Library, Toronto, Ontario, Canada

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Abstract

Library Services to Indians Living in Canada
by
Usha Prasada-Kole

As members of the Commonwealth, relations between Canada and India are long standing and strong. Indians have been moving to Canada within increased frequency in recent years, creating a sizeable population requiring special forms of library services.

Library services to Indians living in Canada occur as a part of library services to multicultural populations throughout Canada, a multicultural country. Strong services are found in Toronto through the Metropolitan Toronto Reference Library and in other parts of the country. University collections are reasonably strong as well.

Theme:	Library and information policy perspectives
Subtheme (d):	Users and their needs
Division #3:	Libraries serving the public
Section #3.8:	Library services to multicultural populations
Subject:	Library services to Indians living abroad, specifically in Canada

Submitted for the Section's Programme Meeting, held August 29-September 5, 1992 at New Delhi, India

Presented by: Usha Prasada-Kola

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The intention of this paper is to introduce an understanding of the scope of Canadian public library service to Indian nationals.

The terms of reference used are:

1. Indian people living abroad: i.e., Indians who have immigrated to Canada and are Canadian citizens, landed immigrants, ...

2. library services: i.e., reference, cataloguing, interlibrary loan programmes, user education programmes, language laboratories, staff, ...

3. public libraries: i.e., Canadian public libraries as defined under the public libraries acts, which are provincial in nature, and as defined by the National Library of Canada, including public reference libraries, such as the Metropolitan Toronto Reference Library, and by the World Guide to Libraries.

4. information being sought about India: i.e., data about India, annual reports from Indian organizations, like the National Library of India, biographies, current issues from Indian sources, such as from the Times of India directory, Indian National Congress debates, ...

The exclusions are:

1. Indians who are born and brought up in Canada, visitors, ...

2. library collections in ethnic languages: i.e., books, videocassettes, papers, newsletters, films, ...

3. other libraries: i.e., special, school, government, ...

4. information being sought about other topics: i.e, class assignments (on acid rain, family welfare, ...), annual reports from non Indian organizations, current issues form Canadian sources, such as Canadian News Index, Canadian Periodical Index, ...

Although this paper, enclosed in these narrow parameters, is designed to serve as a starting point for further research, it also touches on the broader, more theoretical aspects of developments in policies, legislation, guidelines across Canada.

I would like to open the discussion of describing the clientèle by, first of all, defining the relationship between the expectations of the users and the role of the public library within the Canadian context.

The boundaries between library services and user expectations can seem to overlap, yet there is a lot that is distinctive about each.

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The user knows that libraries have information which can be obtained through a variety of services, the most obvious being the reference service at the reference desk. The user also expects that the questions posed to library staff can be answered quickly, accurately, completely, and at the level the user can understand. In these regards, Indians see the public library as the primary source for answers to questions on India, for example, newspapers, books and journals from India, politics in India, history of India, relations between India and Canada, India and the West.

The philosophy of library services, on the other hand, includes the organized collection of materials and the services of a staff to provide and facilitate the use of such materials in order to meet information, research, educational, recreational and cultural needs of its users (1)

The public library in Canada, one of 3 broad groups comprising public, academic, special emphasizes dissemination of 3 areas: Canadian heritage, information on current programmes, and local history.

However, of the 1st area, the Indian is not seen first as a major segment of Canadian society; rather primarily as a segment of the visible minority in Canadian society. (2) The public library, then, ensures access to Canadian cultural heritage, and one part of that heritage includes minorities, of which the Indian is one.

The mandate of the public library also includes supporting an educated population; but unlike academia, the library concentrates on ensuring the users are informed about, and making use of, government services, community resources, social programmes. Indians, then, may be seen as one segment of that population which requires education in these areas, and thus has equal, standard access to, but not personalized service for such things as English as a Second Language (ESL) programmes, immigration information, continuing education courses, upgrading skills programmes...

Of the 3rd area, the public library also preserves and promotes local history, which is a part of the larger mandate of the national history, and which relates directly to the multiculturalism policy: a legal as well as social official federal policy. (Appendix II) Exhibits, readings, informational literature and craftshows are all designed within the community with library participation to record the local history which involves describing the ethnic contributions, such as those from people of Indian backgrounds. Also to support the fast-growing development of multiculturalism, the Canadian Library Association had, by 1986, prepared guidelines for public libraries committed to providing service in this area. (Appendix III) The National Library of Canada had, more than a decade earlier, established the Multilingual Biblioservice to assist public libraries in the provision of multilingual services and collections in another effort in this area.

As the above shows, the library serves the Indian population on a much more general level and with more restricted parameters; even services and answers offered may be more superficial and less qualitative than the users may expect or realize.

In defining the clientèle it behooves us to remember the context of the nomenclature itself, evolving out of North American history, which identifies this user group. When the discoverers first landed on what is now United States and Canada, they assumed these were the Indies, and when the pioneers first settled they thought they encountered the

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Indians, of the Indies. In a further complication explorers settled on islands off North America believing that these must surely be part of the Indies and the inhabitants are the Indians. Nevertheless, even as it became apparent these ideas were erroneous, Indian was kept to refer to the North American Indian. In an ironic twist to justice, it was the original Indian who was given the qualified heading of East Indian and the island groups were called the West Indians. The North American groups, the Indian, Inuit and Métis, form distinct and highly important components of society with historical, cultural, linguistic roots going further and deeper than those of various other groups; in fact, many of their unique concerns and issues may well go beyond questions and problems others may have in the area of multiculturalism. The resulting situation today, peculiar to North America where all 3 peoples are integral parts of society, occupies a special and unique place in Canada.

Official Canadian sources of demographic, linguistic community profile information, thus still describe the East Indian segment of Canadian society and give resources concerning East Indian interests.

Public libraries continue this tradition by providing East Indian collections which include the various related languages and by using such services as multilingual cataloguing of those relevant scripts.

> Cataloguing itself for these collections uses the standard, authoritative subject headings from the Library of Congress Subject Headings, the Canadian Subject Headings, the Répertoire de Vedettes-Matière, in both the Library of Congress and the Dewey Decimal schemes and in these tools the East Indian occupies an area, albeit an underdeveloped one, broadly outlined as the East Asian or South Asian, or Indo-European, or Oriental. This then becomes the basis for services offered; i.e, language laboratories offering East Indian languages, staff composition including South Asians, interlibrary loans available for Oriental collections that cannot be catalogued because of lack of script availability.

A part of the profile of these users also includes the brief look at the range of people who frequent the library.

Some are young adults, finished with formal education and training in India; they gain entry into the working world in Canada.

Others are people who have no knowledge of the working world now at all; in fact, they are past retirement age and come to join their families already here.

Yet again they are younger adults, high school children who come with their parents and families and gain entry into the education system in Canada.

They can also be people who feel frustrated by one governing system and political climate. They look for better justice elsewhere.

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> Participating in different aspects of community and professional life, they also become the consumers of the society they live in and make valuable contributions to changes of all kinds. It is also this group which makes use of service industries and makes demands for improvements in the quality of products; they challenge many aspects of policies and procedures that are open to public scrutiny. One part of the service industry is the library; an institution that in their own homelands may very well be older than the country they have adopted as home.

In addition, the user population's command of languages becomes important. In Canada service, in general, must be provided in either or both French or English when requested, both being recognized as official languages and equal in status. Indians may well have learned either or both prior to arriving in Canada but expressing oneself and understanding services offered in a library may vary from person to person.

Sometimes they are people who have a good working knowledge of our languages. They know the right library terminology, they ask the appropriate questions, they know what they want.

They can also be people who do not have a good working knowledge of the languages of their adopted land. They know the basic vocabulary. They do not know library terminology at all - unclear about the concept of research and study, they seem confused about the steps they need to follow.

A brief statistical outline of population taken from the 1991 Corpus Almanac & Canadian Sourcebook, chapter 5, shows Canada's estimated population as of January 1, 1990 was 26,440,300. A chart giving the distribution of the 14 numerically significant languages in Canada for 1986 gives English with 15,344,065 people first; French with 6,159,740 next; and Punjabi, the only Indian language to be listed, with 63,640 as thirteenth. Another chart in chapter 6, includes statistics for selected Canadian churches giving the Anglican Church of Canada first with membership of 803,928 and the Hindu Religion ninth with membership of 100,000. (3)

According to the Canadian Encyclopedia, a chart showing Basic South Asian Canadian Ethnocultural Categories, 1987 gives Sikhs at the top with 130,000 people; Pakistanis also which 130,000; Northern Indians (from Uttar Pradesh etc.) third with 30,000; Gujuratis fifth with 20,000; Southern Indians (from Kerala and Madras) seventh with 7,000; Sinhalese, Bengalis and Bangladeshis next with 5,000, 3,000 and 2,000 respectively. (4)

One of the major tasks of the library here is to make information and services available to these users as well as others. In the process problems that arise are many and we do not always manage to match information and data to the user.

One, perhaps obvious, practical problem is that of communication. Not only the basic question of language and terminology, but also the more subtle questions of interpretation, tone, nonverbal and body language become important. What in one society may be taken to be friendly, can be interpreted in another as unfriendly.

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A problem common to staff and users alike is the assumption either may be making about the other's own background, familiarity with tools, avenues of search strategies, and purpose in being at the library. For example, the user's freedom to make choices of which index to search is helpful after a brief explanation of available alternatives—but often if the user does not want to or cannot make the choices it is easier to ask for opinions from staff and to ask what the staff might recommend. Thus, the user is assuming that liability belongs to the library staff—the onus is not on the user.

Dealing with those who come because they have to (for example, because there are language, immigration, education requirements to fulfil, or a work project or assignment to write...) and those who come because they wish to (for example, by a desire to learn another language, or for self-improvement, or to read literature in one's own language, or learn about the library in general for future use...) is also a concern. Those who have a deadline or a specific purpose to their visit are inevitably under more pressure than those who come at their leisure. Those who come because they must cannot always compromise with the variety and scope of services and resources, they may only need to use a minimum of material to find their answers.

We have also seen that staff and resources may well be ill-equipped to fulfill the expectations of users.

In addition, the users often have access to sparse resources from India, containing raw data or unrefined and rudimentary information. The library collection often lacks consolidated, compiled, comprehensive or even comparative resources (such as full runs of almanacs, directories, catalogues...). This has a direct bearing on the quality of reference services that can be offered, or the expertise of collections' development staff. Users, then, either do not find sources they need or they find incomplete and outdated sources to work from and their resulting research, they undoubtedly feel, is unsatisfactory.

Although there are many difficulties to overcome, both experience and the literature as well as research and experimentation done in this subject show that there are a number of strategies that can be developed through such areas as administration, programming, staffing, collections' development and library studies, to achieve more successful levels of library services.

Along administrative lines sometimes a library's mission statement could include a commitment to services for a multicultural population.

Another option might be a service plan for the library, whether it be a 3 year, 5 year plan which could outline considerations for services to different ethnic groups within the community, such as the Indians, or a plan which describes commitments to different levels of collection development.

Or annual reports may carry some acknowledgement for specific operational plans for services to these minorities. Projected funding or improvements for these groups might also be included.

Libraries today are also interested in networking as a strategy to consider for sharing information and resources, all the more important in the context of shrinking space for collections and limited budgets as well as the ever-decreasing ability to remain an isolated service for isolated clientèle.

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Assistance-oriented programmes for general public involvement could easily be customized temporarily for specific groups.

> For example, in a user education programme all relevant services, together with useful guides and tools relating to public use are explained. This is in addition to discussion on strategies for research on specific topics. If examples of articles or citations are needed, a cross-section of subjects taken from the user group itself might help people understand the tools.

Offering language laboratories for learning ESL or French as a Second Language (FSL) and other languages is also a possibility as a strategy to upgrade levels of library service to this clientèle.

Interlibrary loan as a service of the library could be promoted to the separate minority groups as an option to material that cannot be found in the community public library. Material in the language of the user group could be distributed in the community social center or meeting place.

At the staffing level, hiring language experts, be it in the capacity of a multilanguage cataloguer or reference librarian or collections' librarian, may help reduce substantially user frustration. Offering on the job training in human resources, or communications, or presentation skills or encouraging workshops on multiculturalism and staff-customer relations is another strategy to be examined more closely.

In the area of collections' development, clear policies could be stated about different sections of the collection which serve ethnic groups in Canada, for example, videos, films, talking books, ethnic literature. Information about the collection and the library services could be made more widely available in the other, as well as the 2 official languages. Brochures and pictorial aids such as simple symbols, graphs, signs, diagrammes, about the library services, for example, a pamphlet about the multilanguage on-line public access catalogue, could be made available for public awareness.

Levels of library service can also be improved by analysis and studies made on the user groups in question. Such strategies as needs assessment studies, surveys and questionnaires, simple handouts can influence the user's willingness to use the library more often.

At the end of this paper some current examples of these strategies and types of statements and programmes have been added. They show the efforts being made to investigate various ways to reach out to the minority communities. (Appendices IV and V)

Although public libraries may have, in the past, contributed to the Canadianization of ethnic minorities by limiting material acquired to the easily accessible and exclusively English market, and by restricting library service to these groups by hiring staff which lacked qualifications and understanding of minority informational, research and cultural needs, they are now more actively broadening their base for their mandate and commitment to the ethnic groups. (5,6)

As these points show, the Canadian public library service to Indian nationals is an area that is a vital part of the success of the Canadian public library system: yet it needs improvement and further examination into some of the solutions and strategies posed today. With budget cuts and funding restrictions resources are limited. To approach and develop

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such library services, not only more funding, but also better facilities and equipment as well as educated staff are needed. Platforms for interactive discussion and workshops to follow these ideas through are necessary.

This is an exciting area of research that has very little written about it so far. There is much written about user profiles, reference interviews, user demands. Literature on user services, designing user education programmes, developing collections, goals and objectives for librarians are many. There have also been many surveys done on user satisfaction and consumer preferences.

However, Canadian libraries and their approach to users in a multicultural environment has not been widely discussed. Challenges to the Canadian libraries in terms of human resources training necessary to deal with users from a variety of ethnic backgrounds are not particularly well documented.

The National Library of Canada made a comment on the lack of statistics and information on related subjects in a report written in 1987. In a section entitled "Summary of information currently not collected or adequately covered" it noted that various communities and bibliographic instruction itself as well as services for minorities have not been well researched. (7) Not only is that still true, but no specific reference works could be found to describe services to Indians. Very few studies either nationwide or local seemed to have been done to profile the Indian community, the community needs, or the community's library use.

Minimal analysis could be found for investigations into information needs of Indian nationals. Surveying the Indian population and assessing degrees of user satisfaction for its research needs is also extremely limited. The Indian's perception of the effectiveness of library assistance has scarcely been explored.

However, libraries across Canada are now taking great interest in multiculturalism and are seriously dealing with the area of serving minority groups. Efforts taken must be applauded and accomplishments to date must be appreciated.

Literature in the collection of the Metropolitan Toronto Reference Library that has been searched to find out what is being done includes books and book reviews found in the Canadian Library Journal, bibliographies on multiculturalism, minority services and human resources as well as library services.

Articles were consulted in both library journals and journals on Canadian community and cultural life and personnel literature. Searches through newspapers and indexes, manually and on line, were done on these themes.

In the short time given, the research has not be exhaustive. Results show that much more work is needed to assess and develop this area.

A few problems and solutions encountered in my experience and research have been outlined here. There is much more to be discussed, discovered, and researched which I hope may lead to a greater understanding of both the Indian community and the multicultural population as a part of Canada's public library clientèle.

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Library Services to the Indian Population in the United States

by

R.N. Sharma

University of Evansville, Evansville, Indiana, USA

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Abstract

Library Services to the Indian Population in the United States

by

R.N. Sharma

The United States population is very diverse. There are over 106 ethnic groups in the United States, including Indians. Rapid growth has occurred in recent years and some 815,000 Indians now live and work in the United States. Most Indians are professionals with comparatively high incomes.

Library collections about India were slow to develop in the United States, but grew rapidly under PL-480 program. Public libraries tend not to do a great deal with Indian language materials. The New York Public Library and the Cleveland Public Library are major exceptions. It is expected that awareness of Indian library services and needs will develop over time as more Indians become involved in the American society and more Indians become librarians.

LIBRARY SERVICES TO THE INDIAN POPULATION IN THE UNITED STATES

BY R.N. SHARMA

Introduction

The United States is one of the largest and most powerful democratic countries in the world at present. Its population is very diverse, due to the immigration policy of the government. There are over 106 ethnic groups in the United States[1] including Indians from India. All of them have contributed to the development and progress of the country. The number of ethnic population has grown substantially since 1980, which has been confirmed by the 1990 census results. According to the 1980 census, there were 206,087 Indians in the United States[2], and in 1990 there were 815,447 Indians.[3] It is estimated that the population of Indians will keep growing, and by the year 2000, it will cross the one million mark.[4] Professionally speaking, a majority of the Indians are doing very well in the United States, "having the highest income for full time workers...of any race recorded in the census,"[5] and 57% of them are professionals.

In this paper, I will deal with the history of Indian immigration to the United States, followed by the development of Indian collections in academic, public, and special libraries. Then, I will discuss the services of libraries to the Indian populations, strengths, and weaknesses of services, and finally I will suggest a few ways to improve services and collections for the benefit of the growing Indian population in the country.

East Indians and the United States

Indians started leaving India during the nineteenth century when Britishers were the rulers of the country. Many of them left their home land in search of better opportunities, while others left because they were not happy with the British rule and their policies. Indians migrated to over fifty countries, but the United States was not on their list. The first Indian immigrant came to this country in 1820, and by the end of the nineteenth century there were only 626 Indians settled in the United States.[6] Unfortunately, many restrictions were imposed by the U.S. Government on immigrants from United India during the first half of the present century. According to the Harvard Encyclopedia of American Ethnic Groups, only 7,000 Indians migrated to this land between 1904-1923. A majority of them came from the state of Panjab including many Sikhs, who were agricultural workers, and they settled on the West Coast. Sikhism is the offshoot of Hinduism. Sikhs are very brave, outgoing, progressive people, who are always willing to take the risk to improve their life. It is interesting to note that only 30 Indian women migrated to the United States before the first World War.[7]

Early Indian immigrants were not welcomed in the country. They were insulted, harassed, discriminated, and expelled from different areas, especially in the state of Washington. Therefore, 1,500 of them went back to India between 1911-1920. The population of Indians, in the United States, in 1946 was only 1,500. There was a relaxation of immigration rules for Asians in 1946. Therefore, between 1947-1965, about 6,000 Indians were allowed to migrate from divided India.[8]

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The immigration rules were further relaxed in 1965, which allowed many Indians to migrate to the United States in large numbers. 90,399 Indian nationals left their country between 1971-1976, and the total population of Indians as mention earlier stood at 206,087 in 1980.[9]

India is a large secular country and has people of many religions including Hindus, Muslims, Sikhs, Jains, and Christians. There are over fifteen official languages in the country. They are Hindi, Bengali, Gujarati, Marathi, Punjabi, Tamil, Telugu, Sindhi, Kashmiri, Assamee, Malayalam, Kannada, Oriya, Konkani, and English. People from all states, and of all languages, have come to the United States from India. A majority of them are from North India and are Hindus.[10] According to the 1990 census, 159,973 live in California, 140,985 in New York, and 79,440 in New Jersey. Other Indians live in Florida, Illinois, Massachusetts, Michigan, Maryland, Ohio, Pennsylvania, Texas, and Virginia.[11]

Indians are proud of their heritage and languages. Every Indian language has a very rich literature. The new immigrants are better educated than their pioneers and are from free India rather than colonial India.[12] They want to keep up with the culture not only through their families but also through their literature written in their own languages. Therefore, they look towards academic, public, and special libraries for help. In addition, Indians want to mix with the population of their new adopted country and learn the new culture and traditions of the United States. They are aware of the fact that "Libraries play an important and unique role in the integration of cultural differences within the community."[13] It seems that American libraries in general have not been able to prepare themselves fully for the changing population of new immigrants, especially ethnic minorities including Indians from India.

Development of Indian Collections

The development of Indian Collections in the United States has taken place in three periods. They are: from the 19th century to 1938, 1939-1959, and 1960-present. "The emergence of Indian collections in America can be traced to the establishment of the Salem East India Marine Society in 1799, where the first collection of Indology was housed."[14] The American Society founded in 1842, promoted the oriental studies in the United States and even encouraged people to do research in eastern languages. It resulted in introducing three classical Indian languages: Pali, Prakrits, and Sanskrit, to educated Americans. Columbia and Cornell Universities took the lead in 1871 by introducing a few courses in these languages, as well as in religion and philosophy.[15] The Indian collections in libraries during this period were limited to the subjects taught at various universities including Harvard, University of California at Berkeley, Chicago, Cornell, Columbia, Johns Hopkins, and Pennsylvania University.

Academic Libraries had poor collections on India, and many scholars in humanities were not happy with the collections. A majority of public libraries were not even interested in India during this period of slow development.

A committee on Indic and Iranian studies was appointed by the American Oriental Society in 1926 to study Indic curriculums. This committee recommended that courses in social sciences be introduced in all academic institutions interested in Indic studies. The Indian collections got some attention for the first time when the Library of Congress received a three year grant in 1938 from the Carnegie Corporation. This grant was to be utilized to set up an Indic section in the

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Library of Congress and develop Collections on all subjects and aspects the of Indian Civilization. In 1942, this section was made a permanent part of the Oriental Division of the Library.[16] It must be added that the Smithsonian Institution was instrumental in acquiring many official documents of the Indian Government for both the Library of Congress and New York Public Library. These documents were a good addition to the American libraries for the benefit of research scholars.

The Second phase of collection development for Indian books, documents, and other library materials took place between 1939-1959. It was felt by the American Government that her people knew very little about India, and there was need to learn more about that subcontinent in order to succeed in the Second World War. In spite of this feeling very little was done to improve the library collections on India. The much needed change in the policy came in 1957 after the November Conference, held in Washington D.C., and sponsored jointly by the Library of Congress and the Committee on South Asia of the Association of Asian Studies.[17] This conference was certainly a landmark in the history of the collection development for India. One of the greatest and most important achievements of this conference was the introduction of "Indian Wheat Loan Education Exchange Program" in 1959, under the public law 82-48. According to this agreement, American books and technical equipment were sent to India, and in exchange U.S. Libraries received Indian publications.

Another recommendation of this historic conference was to create a fund out of the Wheat Loan Interest to buy Indian books for American academic libraries only. The Library of Congress was given the responsibility of buying and supplying Indian publications to a few selected libraries. All funds were exhausted by 1965, but the program became a part of the PL 480 program.[18] Twenty-five University libraries benefited from this worthy program. In addition, the Library of Congress, and the New York Public Library also received publications from India. Though comprehensive in nature, this program covered only the current publications. 300 more college and University libraries were added to this program to receive Indian publications. One of the advantages of this addition was that the whole country was covered, and Indian publications became more popular on campuses, but it was a very selective program. Under this program, books and journals, published only in the English language, were distributed to these libraries on a selective basis.

Another drawback of this program was freedom given to all full member participating libraries in March 1965 to choose the material in languages of their choice, rather than receive the material in all official languages of India. As expected, a majority of the libraries decided not to receive publications in languages which were not popular with scholars in their Universities. The Universities of Chicago, Virginia, Washington, Wisconsin and the Center for Research Libraries in Chicago were the only libraries who decided to receive publications in all Indian languages.[19]

The participating libraries started complaining about the poor quality of publications received under the program. Therefore, the acquisition program was reviewed in 1972, and the Library of Congress decided to introduce a two level language program, the basic language program and the comprehensive program to receive all publications. Unfortunately, majority of the participating libraries decided to accept the basic language program. Their argument for not choosing the comprehensive program was that the Library of Congress, National Agricultural Library, National Medical Library, and the Center for Research, each keep two copies of every publication. Therefore, they can always borrow the less used material

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form these libraries on interlibrary loan for their patrons.[20]

In 1974, the name of the PL-480 Program was changed to the Special Foreign Currencies Program. A few more Universities including Harvard, Iowa, University of California at Los Angeles (UCLA), State University of New York (SUNY) at Stony Brook, Universities of Arizona, Rochester, and Missouri joined the program. In spite of the new members, the program still has many deficiencies. One of the major problems is that the Universities participating in the program are not spread in the nation evenly. Most of them are in the Northeast, the Central states, and the West coast. The Rocky Mountain and the Great Plains states have no libraries with the Indian Collections and same is the case with libraries South of Nashville in Tennessee and Durham, North Carolina.[21] Only a few public and special libraries have been allowed to take advantage of this program. The money in the PL 480 program is running out and there is no plan ready yet to carry on the program whenever the money runs out.

Library Services to the Indian Community

It can be said that the Indians have certainly "emerged as a dynamic and affluent cultural minority in the U.S. population."[22] However, when it comes to library services to this affluent ethnic community, the picture is not very good with the exception of a few University libraries and the New York Public Library.

In a survey, conducted by me, in the Spring of 1992, of 27 major academic and public libraries, who have been collecting materials on India for many years, and of other public and special libraries all over the country, many interesting facts were discovered which I would like to share with everyone.

A majority of the Collections have been integrated with general collections with the exception of a few libraries. All Indian languages are not represented in the collections. As mentioned earlier, libraries have been very selective in their collection development. Only a few academic libraries including the University of California at Berkeley, Chicago University, and University of Wisconsin at Madison have over 200,000 volumes and they subscribe to a large number of serials including newspapers from India. The University of Chicago has about 400,000 volumes including 4,500 serial subscriptions and seven daily newspapers in the English language. The library receives material in all languages provided under the Library of Congress Cooperative Acquisitions Program (PL 480). The total budget for the South Asian Collection is $250,000.[23] A list of institutions receiving Indians books through PL 480 Program and the languages covered has been included as Appendix 1 of this paper.

The academic library collections are used by faculty and students mainly for research purposes. The Indian population living near these campuses use the collections for pleasure reading only in the libraries because they are not allowed to check out the material. A few academic libraries do allow non students to check out the material after paying a yearly membership fee.

All participating academic libraries receive their current books and journals free through the PL 480 Program also known as the Library of Congress Cooperative Acquisition Program. Therefore, their own budgets for collections vary form zero to about $50,000. Universities of Chicago, Berkeley, Wisconsin and University of Illinois at Urbana-Champaign have

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larger budgets and these budgets are used to buy books, periodicals, and other library material which is not covered by the PL 480 program. It must be added that the cost of cataloging books and salaries of catalogers are paid by the participating libraries. A majority of the institutions have only one professional librarian with the title of South Asian librarian and/or South Asian Bibliographer on their staffs. In addition, they have some clerical and part time student help to run their operation. University of California at Berkely has a staff of approximately 6 full time employees to deal with the Indian material.[24] This University is one of a few academic institutions in the country to have a Chair in Indian Studies[25], which certainly helps the library collection on India to grow for the benefit of students, faculty, and the community. University of Chicago has 2.5 fulltime and 60 hours of student help to serve the needs of their users.

A few libraries including University of California at Berkeley, Chicago, and University of Wisconsin, and are used heavily on a regular basis. Other Libraries have a moderate usage of their collections and services. No special services are provided to the Indian community by these academic libraries. A majority of these libraries are of the view that their collections and usage on India will grow as long as the PL 480 Program will help these institutions. The other 300 academic libraries which receive selected materials on India in the English language may not grow very fast due to their nature of curriculum.

The Public libraries have a very different picture to present. A majority of libraries do not have good collections on India, nor the trained staff to serve the Indian population. The New York Public Library is perhaps the only public library that is fully equipped to serve the Indian population. It has a total collection of 73,550 volumes, including many rare books in Assamese, Bengali, Hindi, Malayalam, Marathi, Pali, Punjabi, Sanskrit, Tamil, Telugu and other languages. It receives 197 periodicals and 3 newspapers in the Oriental Division and 479 periodicals in other departments of the library. 90% of the readers do research, and only 10% use the library for pleasure reading. It has a staff of 2.5 professionals and a half time support staff to serve the 94,000 Indian population in New York City. "The New York Public [Library] is world-renowned for its excellent collections in the humanities and social sciences, and scholars come here from all over the globe to use these materials for their research."[26] The use of the library is moderate to heavy.

Another Public library, which is worth mentioning, is the Cleveland Public Library, Ohio. There are over 10,200 cataloged books, periodicals, manuscripts, and maps on India in the Fine Arts and Special Collections Department of the Library. This special collection deals with all aspects of the Indian Civilization from ancient to the mid-nineteenth century. This non-circulating collection has the material in twenty major Indian languages including: Bengali, Bihari, Kanarese, Hindi, Kashmiri, Oriya, Pali, Punjabi, Prakrit, Rajasthani, Sanskrit, Tamil, and Urdu.

The library budget for Indic material is only $10,000, and there are three professionals, one clerk, and some student help to serve the Indian, as well as the other population of Cleveland interested in India.[27]

There are many other Metropolitan cities which have a large Indian population such as Chicago, Detroit, Dallas, Houston, Los Angeles, Philadelphia, Pittsburgh, San Francisco, Seattle, and Washington D.C. Public Libraries in these cities have small collections on India, a very few trained librarians to serve the Indian population, and small budgets. The Chicago

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Public Library has 12,459 books, 67 periodicals and newspapers, and 700 audio cassettes on India in 18 different languages. Materials in Hindi, Gujrati, Tamil and Urdu are heavily used by readers. These materials are housed in the Foreign Language Department of the Harold Washington Library, which is the central facility for the Chicago Public Library in downtown. A staff of 8 professionals and 4 support staff help about 150 users a day, which includes many Indians. A few branch libraries also have collections in Indian languages.[28]

Among the special libraries, Center for Research Libraries in Chicago has a good collection of current as well older Indian serials in many languages. Many of them are on microfilms and are available on interlibrary loan for all interested libraries. Smaller Public libraries and school libraries across the nation have no books or a limited number of books on India and they are mainly in the English language. These books are rarely used because libraries have no special programs to make Indian collections popular and the population of Indians is very small or non existent. The Consulate General of the India Library in New York City has a small collection of 6,500 books, in many languages, 30 periodicals, and 12 daily newspapers from India including two in the Hindi language, housed in a medium size hall. A small staff, including one professional, provides services to the Indian Community in both English and Hindi languages. Like many other libraries across the nation, space and budget are the main problems in this library also.[29]

The Embassy of the India Library in Washington D.C. has 6,000 books, 30 magazines, and 20 newspapers in many languages including Bengali, English, Hindi, Marathi, Gujarati, Malayalam, Oriya, Punjabi, Tamil, Telagu, and Urdu. It is staffed by only one professional to serve the needs of the Indian Community from Tristate-Washington D.C., Virginia, and Maryland. Some of the special features of this library are: the mail out information service on India, Indian Community activities, and getting the latest news from India.[30]

The Library of Congress

The Library of Congress oversees the PL 480 Program for India for all interested libraries in the United States. In addition to supplying books and serials to all libraries, the Southern Asia section has a separate collection of books, periodicals, pamphlets, and microforms. According to Mr. Louis Jacob, Head Southern Asia Section of the Library of Congress, the section has 166,000 cataloged monographs, 5,400 reels of microfilm, and 78,500 sheets of microfiche.[31] The material is received in 33 languages. About half of the Indian books and periodicals are still published in the English language. This collection is primarily a research collection which is used by a few scholars in the library, but the material is sent to other libraries on interlibrary loan. There are only two professionals managing the South Asian materials, and eight South Asianists are responsible for cataloging the collection. The New Delhi office has over 60 professionals and others to select and buy the material for American libraries.[32]

Problems and Solutions

The above description shows that there are all types of libraries: academic, public, and special libraries, dealing with Indian Collections and providing services to the Indian Community in the United States. A few collections are excellent, but other collections are moderate to very poor. A few services are good, but in many parts of the country, more work needs to be done to develop the collections and services have to be improved. There are still many problems and weaknesses in the programs, especially in Public libraries all over the country.

The library officials must understand that the present Indian population in the United States is highly educated, drawn from all over India with knowledge of different languages. Whereas the early Indian immigrants were largely Sikhs, from the State of Panjab, and were skilled workers from villages with agricultural backgrounds.[33] The needs of the present population are different, and it is the responsibility of libraries to provide them the material and services needed by these users. They pay taxes like other citizens of the United States and therefore must not be ignored. They should have equal access to information like other citizens of the country.

The United States is going through a very difficult time due to the recession, which has reduced library budgets. Due to the shortage of money, programs for ethnic groups have suffered. If state and local governments are not giving enough money to libraries for ethnic collections and services, it is the respon- sibility of the Federal Government to give more money to libraries because the U.S. government encouraged Indians, and other ethnic minorities, to migrate to the United States. We should not forget that "Libraries play an important and unique role in the integration of cultural differences within the community. Therefore, libraries should improve both quantatively and qualitatively the services which they provide to cultural minorities in order to further assist in this integration."[34]

In its report of 1983, the Task Force on Library and Information Science to Cultural Minorities, appointed by the National Commission on Libraries and Information Science, recommended that "In order to reflect the culture of minority groups, library collections must include materials by and about these groups. ...cultural minorities have insisted on the principle of the inclusion of bilingual and bicultural resources of library collections. Many studies have shown that resources of bilingual and bicultural materials [including on India and Indians] in public, school and academic libraries have been woefully inadequate and in too many instances non existent."[35]

The situation must be improved; otherwise, the gap between the information poor class and the information rich class will continue to widen, which may lead to other problems in the country.[36] It is suggested that Indians should be involved in the decision making of the program, policies, and services of libraries. They should be appointed to the Library Boards. More Indians should be encouraged to go to library schools and become South Asian librarians. At present, there are less than ten Indians in the country who are working as South Asian Librarians and/or Bibliographers. Most of them will retire in the next few years. At present, there is only one Indian faculty member teaching in a library school in the country. More Indians must be recruited for teaching and library positions. We must have continuity in the specialization; otherwise, the collection and services will further suffer. It is important to have bilingual librarians with Indian Culture and background, to serve the Indian Community and to collect, strengthen, dissemirate, and preserve the materials and resources about India, to attract the Indian population to use the libraries, especially in the cities where libraries are surround by a large Indian population.[37] The regular staff members in libraries "with varied responsibilities usually have neither time nor opportunity to familiarize themselves with the unique cultural backgrounds and information needs of potential minority patrons [including

Indians] ...[lack of training and knowledge] are enough to turn all potential... library users away from the libraries doors."[38]

On the other hand, the Indian population should also take more interest in libraries and use their resources more effectively. A few librarians have reported that their collections are not being used heavily. In the words of one librarian who has managed the South Asian Collection in one of the Universities in the South east region of the country for twenty-five years, "Regrettably, .. the only people among Indian Community who use the library's language collections, with the exception of those who are engaged in research and teaching, are parents and relatives of Indian residents who come for short stay here. ..the first generation Indians .. intellectual curiosity is satisfied with 'INDIA ABROAD' and the like publications where they can find adds for cheaper air faire to India, sales announcements for jewelry or sarees."[39]

There is an urgent need to have information and literature in various Indian languages, on the cultural heritage, history, and literature of India, in Public and other types of libraries. Considering that India is the largest democratic country with the second largest population with a rich culture in the world, no library should ignore collecting material on this country. The information on India is needed not only for the Indian population, but for the total population of the United States. eT Indian population will continue to grow and will cross the two million mark by the year 2030.[40] Therefore, we must continue our efforts to increase the awareness, knowledge, and training of librarians who serve the minority population of Indians in the United States. We must design differe[illegible] programs and implement them effectively to meet the needs of the growing population of Indians. In addition to developing collections, Public libraries should cooperate with academic and special libraries and borrow the material on interlibrary loan for their users. They should develop film, audio, and video collections on India. Indian exhibits should be shown to the public to introduce them to the Indian culture, programs of dance, music, drama, and Indian speakers will certainly create interest in the general public. Effective communication and publicity through media and pamphlets are the key to the success of these programs. Indians in this country are aware of the American culture, as well as their own, "However, white people typically are not raised by their families and schools to be bicultural. This coupled with a lack of substantial direct experience with books and other media by people of color, reinforces a lack of first hand knowledge."[41] All types of libraries have the duty to help the ethnic populations to ease their integration in this society, especially when they know the newcomers are here to stay.[42]

Conclusion

The 1990 census is an indication that the Indian population is on the rise like other ethnic minorities. Libraries, schools, social service agencies, and adult learning centers all over the country are aware of this fact. Therefore, our libraries must assume the responsibility to serve this population more aggressively and effectively. "It is certain that the struggle to provide access to information that is not only free to all but free of bias will remain with us."[43]

Libraries and librarians can play a key role in shaping the future of the Indian population in this present decade and in the 21st century by working closely with the Indians, and under- standing their needs, culture, and languages before planning, developing, and introducing any new programs or expanding the present services. On the other hand, they must educate the majority population about India, Indians, their history and cultural background. This would certainly help the

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integration. Libraries have a rare opportunity to become leaders with their enthusiasm, creativity, and by advocating unity; thus fulfilling their role as the central place for everyone to come together, to learn more about each other, and advance their knowledge, by using libraries as resource, information, and research centers. The Indian population in the United States needs libraries and it is the duty of librarians to help them.

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APPENDIX I
PARTICIPATING LIBRARIES AND THE LANGUAGE COVERAGE

SOURCE: LC ACCESSIONS LIST. NEW DELHI: LIBRARY OF CONGRESS OFFICE, 1992

INDIA

PARTICIPANTS	Arabic	Assamese	Bengali	* DTL	English	Gujarati	Hindi	** HD	Kannada	Kashmiri	Konkani	Malayalam	Manipuri	Marathi	Nepali	Oriya	*** OEL	Pali	Panjabi	Persian	Prakrit	Rajasthani	Sanskrit	Sindhi	Tamil	Telugu	Urdu
Library of Congress	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
University of Arizona	–	–	–	–	x	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
University of California, Berkeley	x	–	x	–	x	–	x	x	–	x	–	x	–	x	x	–	x	x	x	x	x	x	x	–	x	x	x
University of California, Los Angeles	x	–	–	–	x	–	x	–	–	–	–	–	–	–	–	–	x	x	–	x	x	–	x	–	–	–	–
Chicago Public Library	–	x	x	–	x	x	x	–	x	x	–	x	–	x	–	x	–	–	x	–	–	x	x	x	x	x	x
University of Chicago	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Columbia University	x	–	x	–	x	–	x	–	–	–	–	–	–	–	x	–	x	x	–	x	x	x	x	x	–	–	x
Cornell University	–	–	x	–	x	–	x	x	–	–	–	–	–	–	–	–	x	x	–	–	x	x	x	–	x	x	x
Duke University	x	–	x	–	x	–	x	–	–	–	–	–	–	x	–	–	x	–	–	–	–	–	x	–	–		x
Harvard University	x	–	–	–	x	–	–	–	–	–	–	–	–	–	–	–	x	–	–	–	x	–	x	–	–	–	x
University of Hawaii	–	–	x	–	x	–	x	–	–	–	–	–	–	–	–	–	x	x	–	–	x	–	x	–	x	–	–
University of Illinois	–	–	x	x	x	–	x	x	–	x	–	–	–	x	–	–	x	x	–	x	x	x	x	–	x		x
Institute for the Advanced Studies of World Religions	–	–	–	–	x	–	–	–	–	–	–	–	–	–	–	–	–	x	–	–	–	–	x	–	–		–
University of Iowa	–	–	–	–	x	–	x	x	–	–	–	–	–	–	–	–	x	–	–	–	–	–	x	–	–	–	–
University of Michigan	x	–	–	–	x	–	x	x	–	x	–	–	–	x	–	–	x	x	–	x	x	x	x	–	x	–	x
University of Minnesota	–	–	x	–	x	–	x	–	–	–	–	–	–	–	–	–	x	–	–	–	–	–	–	–	–	–	x
Naropa Institute	–	–	–	–	x	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	x	–	–		–
National Agricultural Library	–	–	–	–	x	–	x	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–		–
National Library of Medicine	–	–	x	–	x	–	x	–	–	–	–	–	–	x	–	–	–	–	–	–	–	–	x	–	x	–	x
New York Public Library	–	x	x	–	x	–	x	–	x	–	–	x	–	x	–	x	–	x	x	–	x	–	x	–	x	x	x
University of Pennsylvania	x	–	x	x	x	x	x	x	–	x	x	x	x	x	x	–	x	x	–	x	x	x	x	–	x	x	x
University of Rochester	–	–	–	–	x	–	–	–	–	–	–	–	–	x	–	–	x	–	–	–	x	–	x	–	–	–	–
Syracuse University	–	–	x	–	x	–	x	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	x	–	–	–	–
University of Texas	x	–	x	x	x	x	x	–	x	–	–	x	–	x	–	–	x	x	–	x	x	x	x	–	x	x	x
University of Virginia	x	–	x	–	x	–	x	–	–	–	–	–	–	x	–	–	x	x	–	x	x	–	x	–	x	–	x
University of Washington	x	–	x	–	x	x	x	x	x	–	–	–	–	x	–	–	x	x	x	x	x	x	x		x	–	x
University of Wisconsin	x	–	x	–	x	–	x	x	x	–	–	x	–	x	x	–	x	x	–	x	x	–	x	–	x	x	x
Yale Law Library	–	–	–	–	x	–	–	–	–	–	–	–	–	–	–	–	–	–	–		–	–	–		–		

x Receiving materials – Not receiving materials

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Center for Research Libraries and University of Missouri receive serial publications only

* "Dialects and Tribal Languages"

** "Hindi Dialects

*** "Other European Languages

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The Southern Ontario Multilingual Pool: a model for cooperative library service development

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There is never enough money; there is never enough expertise; there is often a lack of sufficient commitment at the top and yet libraries continue to offer and expand multilingual library services to their patrons. I will present some thoughts on the importance of commitment and champions, provide a description of a cooperative approach, built on partnerships, to service development, and review the need and rationale for multilingual services, and in particular, audio-visual services.

The description of the Southern Ontario Multilingual Pool outlines how a group of dedicated librarians made it happen. It should provide some of the structural elements of a model for anyone wanting to offer a multilingual service. The development of the pool followed two parallel streams, both of which supported one another and both of which were necessary for its implementation. The first stream consisted of a group of librarians who were working with multilingual services, knew the services were inadequate and were looking for a vehicle through which to advance their cause. They are the "champions" in this scenario and without "champions" multilingual library services will not progress. We must have librarians who recognize the language needs and cultural requirements of immigrant populations, of indigeneous minorities as well as the poly-linguistic nature of the coming global economy and society, that is, the global village. Our group of champions met and developed the outline of a simple plan. They were prepared to work together and share expertise. They knew that their limited resources had to be pooled. They also recognized that the acquisition, processing and distribution would have to be coordinated centrally, although some of this work could be distributed to match existing expertise. The collections would have to be universally accessible through an automated central catalogue, yet the collections and services should be decentralized to those libraries that directly served the largest concentrations of various populations.

This group of champions also recognized that the traditional approach to providing a library service with the focus on books, periodicals, talking books and video may have to be reversed to meet the cultural needs of certain ethnic groups. The assumption that all cultures are primarily print-oriented was challenged. Therefore the assumed priorities were reversed and became in order of priority:

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- video
- talking books
- periodicals
- books

Our decision to re-prioritize the formats of library materials to be selected was confirmed during a recent visit to French public libraries. France has a shorter history of public libraries, so their development more reflects what a public library would look like if it was developed today instead of in the last century, as is the case of most anglo cultures. French libraries put a lot more emphasis on film, video and multi-media. They often include separate departments for these services. They also put much greater emphasis on "les bandes dessinée" or comic books for adults. I was impressed by the large number of young men reading these items in the libraries. Younger ones are not one of the major users of Canadian libraries. Perhaps we need to re-think our general library priorities.

To summarize the first stream, there must be in place a group of visionary champions with a rough plan for where they want to go, who are also ready to seize the opportunity when offered by the bureaucracy and the governance structures. Of course it doesn't hurt to prime the political or bureaucratic pump.

The second stream consists of ongoing or sporadic government initiatives. Both the Government of Canada and of the Province of Ontario have official multiculturalism policies and there are ongoing government initiatives in these areas. In 1987, the Ontario Ministry of Culture and Communications announced funding for two studies. The first was to conduct a feasibility study for a province-wide multilingual material processing centre by examining public library needs. The second was to examine the availability of multilingual talking books internationally and the feasibility of establishing a centralized talking book acquisition centre.

The first study, done by Barbara Tinsley, was completed in January 1988. The study generally concluded that the Multilingual Biblioservice at the National Library, directed by Marie Zielinska, was the major source (in most cases the sole supporter) of multilanguage library materials outside the Metropolitan Toronto area. It should be noted that the major municipalities in the Toronto area attract most of the immigrant population so that in these areas up to 40-50% of the population is of non-English, non-French, heritage, whereas beyond this area the immigrant population is often well below 10%. Support for multicultural services follows this population pattern. Very few libraries outside Toronto (3-4 in a significant way, 19 in total out of 412) were buying multilingual material so that the establishment of an acquisition centre was not feasible. However, the report noted that the "pooling of funds for the purchase of multilanguage materials would provide the best means of maintaining local responsibility while at the same time overcoming the disadvantages inherent in individual library system ownership". The report also concluded that the provision of multilingual service was "as much a problem of political will as it was a problem of overcoming administrative and resource related difficulties". Hence, the need for champions. The report included in its recommendations that "libraries should be encouraged to organize themselves into pools for the purpose of multilanguage service delivery and the Province should offer financial incentives to encourage participation".

The second study, by Francoise Hebert, was completed in 1989. This study reviewed in detail the need for, and availability of, multilingual talking books. It concluded that the "market for multilingual talking books is large" and recommended that "a provincial responsibility centre should be designated for the acquisition, distribution, processing and marketing of multilingual talking books". This centre was to be based on a cooperative acquisitions and processing model. This report also identified sources of multilingual talking books and I have included copies of this part of the report with my paper.

It is no accident that both reports concurred with the thoughts of the library group. They were the source of many of the ideas in the reports. Based on the momentum created by these reports and the group of committed librarians, the Southern Ontario Multilingual Pool, that included the Ontario Multilingual Talking Book Centre, was established. Twenty public libraries joined the pool and sent representatives.

Libraries could become members of the pool either by agreeing to spend a minimum of $1,500. per year on multilingual materials directly, or by contributing $800. per year to the pool. By signing the membership agreement, libraries give their consent for staff to participate in pool meetings and activities and to lend multilingual materials to pool members. The pool also received start-up funding from the Ministry of Culture and Communications.

Pool members select a Chair and a Secretary, and appoint selection and procedures sub-committees.

The purposes of the multilingual pool are:

1) To create a mechanism for strenghtening and broadening multicultural services.

2) To assist in cooperative selection, acquisition and processing of materials.

3) To create a rotation mechanism for cooperatively acquired materials.

4) To remain responsive and flexible in the fact of changing community needs.

The pool acquires 1/2 inch video-cassettes, audio cassettes and print materials. 65% of available funds goes to audio and video cassettes and 35% is spent on print materials. The following languages are emphasized for video: Arabic, Dutch, Chinese, Vietnamese, Polish, Italian, German, Hungarian, Latin American, Spanish, Hindi, Panjabi, Portuguese, Russian and Urdu, which reflect the most recent immigration patterns to Ontario. The video material is organized in rotating blocks consisting of roughly 1/3 documentary, 1/3 juvenile and 1/3 popular or classic films. Video-cassettes with subtitles are acceptable, and the original, undubbed version is preferred. For practical considerations, multi-volumed series are avoided.

The following languages are emphasized for print materials: Persian, Tamil, Latin American Spanish, Thai, Polish, Dutch and German, which reflects the greatest print demands that are not currently being met by other sources. Hard cover materials are given preference.
The Talking Book Centre purchases non-restricted books on tape. Three copies of each title are purchased. One copy is deposited in a pool library, a second is placed in a large public library, the third is deposited in northern Ontario with Ontario Library Service-North, the northern library service. A printed catalogue describes each item and its location.

Talking Books are purchased in the following 15 languages:

Arabic
Chinese
Dutch
Finnish
German
Gujarati
Hindi
Hungarian
Italian
Japanese
Panjabi
Portuguese
Russian
Spanish
Urdu

Over 2,000 talking books in these languages have been placed in over 30 libraries in Ontario.

It is still too soon to know the impact of the pool collections in augmenting the larger collections from the Multilingual Biblioservice, and local collections. The MBS provides talking books in 26 languages in collections which vary in size from 1 or 2 titles to over 900 titles. A recent MBS report suggests that the growth in usage of talking books exceeds that of large print books, which may confirm that talking books are more in demand.

All materials are available on interloan to all libraries in southern Ontario, as are multilingual materials owned by the pool member libraries. At this time the collection is not automated although planning has begun to automate access to the collection. Lists of materials purchased by the pool are distributed to public libraries and a manual shelf list is maintained for control and access purposes. There is no central collection, rather all materials are placed in blocks that are rotated to pool member libraries. However, ownership of all pool materials remains with the pool.

Although I have provided the lists of languages that are purchased either in video, print or talking book format, these lists are not static. They are reviewed annually and languages are either added or deleted based on changing demographics, community needs, or financial realities.

All the responsibilities of membership, pool procedures, selection guidelines, and other administrative details are outlined in the Procedures Manual. Essentially, the structure of the pool is based on the pooling of all resources, including staff and finances, with the flexibility to adjust the organization to changing service needs, financial adjustments and changing system priorities. The pool members, as partners in the endeavour, provide the expertise and determine which materials are selected, identify language priorities and formats. They also provide assistance in identifying suppliers and language experts for cataloguing. The actual ordering, processing, rotation of collections and delivery of materials are handled by the Southern Ontario Library Service, an agency of the Ministry of Culture and Communications. This agency is mandated to provide coordination and networking services to Ontario's public libraries. I would recommend establishing multilingual cooperatives on existing institutional structures rather than trying to build new institutions. Partnerships between libraries, librarians, the community and suppliers are necessary if the available resources are to be put to efficient use in providing the best possible service.

Suppliers of multilingual materials when treated as partners, are an important source of expertise. A list of the suppliers used by the pool is appended (see Appendix A). The suppliers provide more than just the books and videos, they often also provide language expertise, knowledge of the literature, broad connections and often the enthusiasm necessary to encourage further development. In fact, our pool would have had great difficulties in finding appropriate materials if it wasn't for Rakesh Kumar and his company "Multi-Cultural Audio Video Systems". Mr. Kumar went to great lengths to find us the right material and I recommend him highly to you as a supplier.

So what is the situation with multilingual services in Ontario now, following the development of the pool? There are well over 100,000 Multilingual Biblioservice (National Library) volumes on loan to libraries in southern Ontario. The pool members now provide materials in 35 languages and the pool itself has provided over 2,500 books, 2,000 videos, and 2,000 talking books. Automation of these collections is still in the planning stages and money for futher acquisitons is very tight because of the ongoing recession. Considering that one out of every four Ontarians was born in a country other than Canada, and one out of seven was born in a country where the main language is neither English or French, and that these ratios are growing in favour of a non-English, non-French population, the multilingual service cannot be considered adequate. In fact, by 2001, 45% of the population of Toronto, and 39% of Vancouver will be classified as visible minorities. Yet, the demand in most libraries is not really there, and the support for multilingual services is still limited in most public libraries in Ontario outside greater Toronto.

There are a variety of reasons for this. As I have pointed out not all cultures or all individuals are print oriented. More emphasis must be placed on audio-visual materials for all library users. For instance, in preparing to come to new Delhi I read V.S. Naipaul's new book **India**. In one section he is describing the Maharashtrian culture and the reciting of verses of famous Gurus. What was once done by reciting from memory is now done from tapes. There is no reference to a print culture. This is evidence of a culture that has oral, visual and print components and it is not unique. As in France where "bandes dessine" are so popular, in India it is movie magazines and films which create demand. Perhaps for this reason libraries in Ontario that offer video and magazine services in Hindi, Urdu and Panjabi cannot keep up with demand.

The African tradition of storytelling is another example of a strong oral tradition. As Judith Tucker so eloquently puts it: "There is a voice present in every culture...it behooves us to adjust our Gutenbergian mentality - our fixation with type - and absorb the additional messages that enter only through the receptive ear...the timbre of a voice...the lilt of a storyteller's dialect...cannot be communicated by words on a page. Oral literature demands an audio component".

We cannot assume that all cultures or library users are print oriented. Where appropriate, and each culture must be examined individually, much greater emphasis must be placed on audio-visual materials and on periodicals, as part of the multilingual service.

Even in print-oriented societies talking books and multi-media are becoming a growth industry, due partially at least, to the failure of the education system. If the education system cannot produce graduates with high literacy skills then society must resort to more visual and audio presentations and such things, as "plain language" approaches to compensate for the lack of skills in print society.

I believe very strongly that multilingual services must not only change their emphasis from print to more audio-visual materials, but we must also examine the reasons why we provide multilingual services. The literature promoting this workshop and the IFLA section itself, tends to promote services to the "immigrant" population and although this is an important goal it is not the only goal. With the growing globalization of the economy, business and communications, multlingual services must be offered to assist people in learning the languages of their trading partners, and of people of other cultures with whom they come in regular contact. In many countries learning other languages is given major priority. Multilingual services must be geared not only to help preserve heritage languages but to help more people learn the languages they need to communicate with the world. In Canada, a main reason for failures in international trade has been identified as the lack of understanding of the culture of the trading partner. Again multicultural services should offer the opportunity to learn about other cultures, not just your own heritage.

English is becoming the international language of business, to the point where English language education has become big business in places like Japan, Taiwan, Indonesia and Eastern Europe. Part of the reason for the phenomenal growth in talking book products is due to this globalization of business and communications and the need to travel. Libraries should respond to this trend in their services as well.

Marketers of talking books have identified that the typical talking book consumer is not necessarily a typical bookstore or library consumer. In other words, talking book services properly developed may attract another market segment to the library. The typical user here includes the elderly, business-people, children, and a significant male audience. Travellers and commuters concentrate on best-sellers, language courses and business materials.

An innovative example of how one library is responding to this trend is Audio Express.

Audio Express is a fee-based, audio-books-by-mail service designed for commuters offered by the County of Los Angeles Public library. The service offers rentals of a variety of talking books including: fiction, business-management, and language instruction cassettes. That's taking advantage of the huge "Walkman" market.

However, while some languages, such as English and Spanish are growing, others are under severe pressure. This at the same time as cultural identity and awareness is on the rise as is apparent in the former Soviet Union. In Europe some minority languages such as, Welsh, Breton, Catalan, Basque and Galician are still strong, while some such as Frisian, Sorbish, Corsican, Scots Gaelic are threatened. Even languages such as Dutch and Danish may eventually be at risk. Can unique cultures survive without their language? I think not. Language and culture are closely intertwined.

Multilingual library services must break from the tradition of supporitng immigrant populations alone. Multilingual library service must look outward by supporting the trends towards globalization by helping to provide the language skills necessary to communicate globally. At the same time it must look inward by supporting the needs of indigeneous minority languages if local cultures are to be maintained. Multicultural library services will receive greater support if they are intended to serve not only immigrant needs, but also serve the trend towards globalization, while protecting indigeneous cultures. This can only be done if library services increase their audio, visual and multi-media approaches to service.

Libraries can support minority languages, immigrant needs, and global needs only if they enter into partnerships with publishers and governments to begin to produce the audio-visual and multi-media products required to meet these needs. In many cases they cannot be profit generators, but should be produced on a break-even, not-for-profit, basis, if these partnerships result in maximum efficiency and effectiveness.

In Canada, we have a great number of indigeneous languages that are primarily based on an oral tradition. There is no print solution. If they are to survive we must find the will to preserve and transmit oral traditions as well as we have those traditionally based on print. There are over 2,000 aboriginal communities in Canada in which 53 different languages are spoken. The First Nations of Canada are in a struggle for self-government. Part of this struggle is based on their inherent right to preserve their cultures. According to a recent report entitled **To the Source** "all things, languages, culture, spirituality, land, people, animals, plants, even the rocks themselves - form part of a seamless whole". As the Native's themselves say: "Our languages are the basis of our identity as Native people...if you haven't got a language, you can't say "I am"...Once we lose the soul of our culture, we become like shadows of what our ancestors were...The English language changes our way of life...the threat of the winter of our languages is upon us." Of the 53 Indian languages only 3-4 are expected to survive. Libraries in Canada have a responsibility in the struggle to preserve these languages. This can only be done by oral or multi-media formats. Canada is not unique in this regard. Other countries also have their minorities

Play: Grand Entry Song. Cathedral Lake Singers. (Audio-Cassette)
and, Inuit Throat Singers. CBC North TV

or: Hello! Qwey Qwey (Algonquin)
Hai' Hai' (Cayuga)
Wachea (Cree)
Kwiingu - neewul (Delaware)
Sé: Koh (Mohawk)
Koolumalsi (Munsee)
Aanii (Ojibway)
Segoli (Oneida)

I hope that at future IFLA meetings we can examine the basis of multilingual services and review the needs of immigrant, indigeneous and global populations. Multilingual library services must have a vision. The vision is to serve immigrant populations, to preserve local languages and cultures, and to communicate with the global village, in print, visually, and orally.

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Appendix "A"

Southern Ontario Multilingual Pool - Sources

D.K. Agencies (P) Ltd. (East Indian Languages)
A115-17, Mohan Garden, Najafgarh Road
New Delhi
10059, India

Bilingual Publications Company (Spanish/Portuguese)
1966 Broadway
New York, New York
10023, U.S.A.

Libreria Las Americas (Spanish)
2075 Boulevard St. Laurent
Montreal, P.Q.
H2X 2T3, Canada

Far Eastern Books
P.O. Box 846, Adelaide Street Station
Toronto, Ontario
M5C 2K1, Canada

Iranbooks (Persian)
8014 Old Georgetown Road
Bethesda, MD
20814, USA

Pan Asian Publications (Vietnamese, Chinese, Japanese, Korean, Thai, Khmer, Laotian, Tagalog)
P.O. Box 131, Agincourt Stn.
Scarborough, Ontario
M1S 3B4, Canada

Watra Disrtributors (Polish)
12 Kinsdale Blvd., #202
Toronto, Ontario
M8Y 1T9, Canada

Polish Voice Publishing Co. Ltd. (Polish)
390 Roncesvalles Avenue
Toronto, Ontario
M6R 2M9, Canada

Audio-Forum
The Language Source
96 Broad Street
Guilford, Conn.
06437, USA

Astran, Inc. (Spanish)
7965 NW 64 St.
Miami, Florida
33166, USA

Grand East Enterprise Ltd. (Chinese)
96 Buddleswood Court
Scarborough, Ontario
M1S 3M9, Canada

Ukranian Writers for Children and Youth
2199 Bloor Street West
Toronto, Ontario
M6S 1N2, Canada

Ideal Foreign Books, Inc. (Spanish)
132-10 Hillside Avenue
Richmond Hill, NY
11418, USA

Fiesta Book Company (Spanish)
6360 N.E. 4th Court
Miami, Florida
33138-9937, USA

National Bookstore, Inc. (Philippines)
P.O. Box 1934
1099 Manila
Philippines

Multi-Cultural Audio Video Systems
12033 St. Thomas Cr.
Tecumseth, Ontario
N8N 3V6, Canada

S&B Large Print & Special Lines
4132 Dundas Street West
Toronto, Ontario
M8X 1X3, Canada

Asian Education Supplies Ltd. Yamil, Urdu, Hindi, Telugu
P.O. Box 162, Station E
Toronto, Ontario
M6H 4E2, Canada

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division:

Section/RT: SCHOOL LIBRARIES

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

16-SCHOOL-1-E

Meeting information needs of slow, average and gifted learners

by

Malti Kapoor

Delhi Public School , R.K. Puram, New Delhi, India

For internal use only:

Meeting No: 76

SI: yes/[✓ no]

Estimated number of participants in the meeting:

" Meeting Information needs of slow, average and gifted learners "

By Malti Kapoor.

The primary purpose of education is to teach the student to think and to translate his thinking into a logical and purposeful behaviour. Thinking requires raw materials. School library resources are the materials appropriate for creative and significant thinking. They act as the plastic stuff from which thoughts are fashioned.

The School library serves as a laboratory for effective learning. The school librarian not only selects the suitable material for the average readers but also uses every possible method to encourage their use thus stimulating interest in good reading, arousing intellectual curiosity and broadening the horizon of the students. Library resources include books and pamphlets, newspapers and microfilms, filmstrips and motion pictures, disc and tape recordingsand all other print and non-print media. And a librarian makes it a sources of educationalpower by making it available at the right time to the right reader.

We must remember that children feel free to read whatever they like in the library. Very often their true nature comes to the fore. A librarian works directly with the students in their search for self understanding, self respect, self realisation and self fulfillment and thus can gain authentic concern for the personal as well educational development of each student.

In School a standard syllabus is pursued keeping in mind the general standard of a particular age group. But a small percentage will always be there requiring special educational and psychological care. Some children will be slow learners and some gifted as is evident in Bell's Normal distribution curve.

We will first take into account slow readers. Each learner is unique and therefore individual differences are universal. Some of the individual differences are obvious, such as physical disabilities and others areconcealed to a certain extent like IQ, learning potential and social adaptation.

Slow learners

A learner may be slew because he is disadvantaged socially, culturally, emotionally or intellectually. In a School the organisation and administration, teaching staff (librarians), curriculum of study and activity and special services are focused effectively on developing the social and intellectual backgrounds and skills of the children. These are essential for the success of a student in School and therefore they must enable each student to progress at his own rate to achieve the most of his educational opportunities.

A librarian helps in the selection of suitable books for the slow learners. Special care is to be taken for selecting books for the slow reader because.

i) He has to use more physical effort in reading
ii) Perhaps he needs to overcome unfavourable emotional association with reading and of the person who suggests them.
iii) His experience and background may be limited.
iv) He is often found to lack curiosity and imagination.
v) His interest may be more mature than his reading ability.

How should the book be like in apprearance :

i) A thin book does not look too hard to read.
ii) An attractive cover
iii) Sharp clear type with generous spaces between the lines to make reading easy.
iv) Bright pitctures

Style and vocabulory; easy vocabulary with simple direct sentences and shot paragraphs. Fiction should be about real life situations and familiar concepts, simple plots with few characters, fast moving stories with excitement, action, suspense and humor.

For boys books should be about dogs, hourses, animals, sports and cowboys etc.

For girls few fairy tales can be an added attraction.

To meet the needs of slow and reluctant learners a librarian should apply a wide veriety of very easy and interesting materials i.e.,

i) Single copies of readers not used in classroom sets,

ii) Titles selected from lists of books with high interest level and low reading level.

For adolescent slow readers the librarian selects books on the following lines :

1) Stories about teenagers like themselves with whom they can identify characters from different socio-economic backgrounds and from other recial and national groups.

2) Realistic experiences related to pupils own lives,

3) Suspense, action, adventure and episodes of courage and skill,

4) Humor,

5) Information about some project they can make themselves,

6) Character and personality building material,

All books should be adult size but short, with deep black letters and easy to read.

In addition to book and magazines, audio and video cassettes and all kinds of transparencies are made available in the library to help the slow readers.

A librarian encourages readers to read entire works of literature if only a selection has been the classroom reading, experience.

A patient and sympathic librarian goes a long way to help them. Apart from making suitable books available in the library the School librarian personally keeps a watch on slow readers and helps them and gives all the encouragement possible with the help of audio and video cassettes.

Gifted learners

Gifted and talented learners are those who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational services beyond those normally provided.

Children capable of high performance include those with demonstrated achievement and or potential ability in any one of the following areas, singly or in combination; Intellectual ability creative and productive thinking, leadership ability, visual and performing arts.

The educationally effective school library is a learning laboratory that provides unlimited resources for learning and guidance in how to learn (through bibliographies of special collections, cimputerized data retrieval and interlibrary laon and thus provided unlimited access to information).

Gifted and talented students, because of their special abilities, require opportunities which encourage :-

i) the development of abstract thinking,
ii) the sharepending of reasoning abilities,
iii) practice in creative problem setting and solving,
iv) higher cognitive processing, i.e., analysis, synthesis and evaluation.

Therefore curricula for the gifted and the talented include activities which focus on investigated, creativity and divergent thinking, decision making and independent equiry. Although instructional units for both the gifted and average learners will be similar, the breadth, depth and intensity of learning activities for the gifted is very much higher.

It is for the librarian to see that enough resource material is made available in the library to meet the demand of various assignment, special programmes, projects and various quiz programmes set for the gifted children. Academic books would also be a advanced level.

A child who has a high verbal intelligence needs different instruction from that of his average classmates. He needs shorter lessons, more complex tasks, more critical thinking and more independence. He will be too bored to sit through a long period of instruction. He is to be allowed to work on his own for everything except a very new difficult lessons. A librarian can suggest activities for challanges to him. Using humor a limerick contest, planning pussles, creating Haiku, composing analogies, previewing for the class, preparing living biographies with shadow voices and using a card catalogue in a new way.

A good snse of humor and a delight in puns seem to be a characteristic of bright people. A few good books on joke and pun are a must in a library eg. Pun fun by Ennis Rees published by Abelard Schuman, New York.

A few good books on limricks are very helpful eg.,

a) The big book of limricks by Edward S. Mullins

b) Laughable limericks by Sara and Hohn E.Brewton.

Verbal ability is needed to compose effective anagrams, various kinds of pussles and create Haiku eg.

a) An introduction to Haiku by Harold G. Henderson (Anchor Books)

b) Birds frogs and moonlight by Sylvia Cassedy and Kunihiro Suetake.

In India the situation is quite different. According to the 1991 census our population is 84,393081. Our literacy now is 52.11%. 90% of our population lives in villages. Ever since independence our Government has been trying to reach the remortest parts of India to have a School with a reading room at every village level. Libraries have also grown. Public libraries and its mobile vans are doing a lot for the people. In towns and cities all Schools have good libraries with a qualified librarian to serve the needs of learners.

In Delhi Public School we have libraries for infants, for children at the elementary school level, middle school level and for senior school level. Each library has a professionally qualifed staff and enough suitable books.

In the senior school library we have 30,000 volumes, 75 Magazines and about five hundred audio and video cassettes. Our students need reference books to supplement text book reading taught in the classroom. In addition for their project work, quiz programme, debates, play acting, music, dance and several other subjects of art and creativity the material is available. Our library is kept open seven days a week. The students are welcome to come to the library whenever they are free in addition to their regular hour every week. We have open shelf system and our library staff is very helpful and encouraging.

In India the National Council for Educational Research and Training conducts special examinations called NTSE at the pre-high School level and high school level for the academically gifted children. The bright students prepare for this examination with the help of special classes organised for and suitable books and other material available in the library.

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IFLA GENERAL CONFERENCE NEW DELHI 1992

Division:

Section/RT:

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

49-PUBL-7-E

The Application of Information Technology (IT) in Public Libraries in Developing Countries

Peter Borchardt

For internal use only:

Meeting No: 114

SI: yes/~~no~~

Estimated number of participants in the meeting:

Peter Borchardt

The Application of Information Technology (IT) in Public Libraries in Developing Countries

(Prepared for the IT Working Group of the IFLA Standing Committee on Public Libraries)

Those who wish to get a better idea of the problems related to the application of computer technology in third world public libraries should look at the literature published on this topic in the last ten years. Then they get a rather pessimistic view which is not very encourageing. "Lack" and "constraints" are the words most used in these articles, and in fact it seems that people from industrialized countries have a lot of illusions of what could be possible. Everybody who has experience in third world libraries can share the experiences expressed.

Furthermore the term "developing countries" is not very precise. It comprises a whole bundle of countries which are not homogenous at all. This is also reflected by the degree of development of libraries and library automation, there are so called "developing countries" in Southern America and Asia where library automation has advanced to a degree (not in all places, of course) which sometimes seems to be superior to the developments in some southern European countries, and there are, on the other hand, countries, where we do find a very poor development, especially in Africa, even if we can state that on this continent there are enormous differences between the countries.[1] Unfortunately a world-wide survey on library automation and IT applications in developed or developing countries does not exist, so we do not really know what has already been achieved (and could serve as model), and it will be rather impossible to gather these data.

Nevertheless there seem to be problems connected to IT applications in (public) libraries which are common to a whole range of countries which will be described here, though this is not the place to state in detail the differences in librarianship between the so-called "developed" and "developing" countries, this has been done in other publications[2]:

One very serious problem is the role of libraries (and here especially public libraries) in society and the lack of appreciation by national decision makers. Generally, public library development is not a priority. This fact is known to northern countries too, but in the economic situation of developing countries this may be fatal. "A critical look at the current state of library and information services in Africa would ... show that much of the optimism of the 1960s has given way to serious doubt, and the impressive growth of the earlier times has been replaced by stagnation and, in many cases, decay."[3] The idea that public libraries could have something to do with information

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[1] cf. Olugboyega Banjo, A.: Library and Information Services in a Changing World: an African Point of View, in: Int. Libr. Rev. (1991) 23, 103-110

[2] cf. R. Gassol de Horowitz: Librarianship. A Third World Perspective, New York 1988 (Contributions in Librarianship an Information Science, No 59)

[3] Olugboyega Banjo, op.cit. p. 105

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handling and access to information also by means of IT is still rather unknown to decision makers, a fact that is often deplored by librarians[4].

As long as one of the most serious problems in developing countries, the high rate of illiteracy, is not solved or on the way of being solved, and as long as public libraries in these countries are not prepared, staffed, and equipped to play a vital role in the struggle against illiteracy, it seems rather understandable that nobody seems to be inclined to put money to technical equipments in places where even the basic needs in the provision of literature cannot be satisfied adequately. "A large proportion of this potential clientele (of public libraries in Africa) lives in rural areas and is illiterate. The information and knowledge needs of this section of the population have been largely ignored by the prevailing book-centred philosophy of "public" libraries. Furthermore they have not been able to serve in the much needed and challenging role as agents for mass mobilization. This has led some critics to question the relevance of public libraries to the needs of the overwhelming proportion of the population for whom they exist to serve. ... Public libraries are becoming vulnerable and unless they can identify themselves with the new societal goals and objectives they are unlikely to be allocated a share of the nation`s resources adequate for their needs. The result will be the continued underdevelopment of libraries as a whole, and public libraries in particular."[5]

Libraries, especially public libraries, in developing countries suffer from considerable lacks and constraints:
- Lack of funds,
- Lack of trained staff,
- Improper physical facilities for the library,
- small number of users,
- small collections,
- inadequate equipment.

"As for the public libraries, it is fair to say that on the who[illegible], they have been experiencing decay rather than development since they were first established."[6]

In this situation, some authors warn about negative and unwanted effects in introducing new technologies. Igwe states: "If ... the intricacies of the electronic age through which other societies are presently passing are introduced the traditional set up, the impact will be desastrous because no institution, be it library or such a related establishment, is ready for the change. The libraries have inadequate equipment and virtually no personnel to cope with a change of such complication and dimension"[7], and

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[4] Igwe, P.O.E.: The Electronic Age and Libraries: Present Problems and Future Prospects. In: Int. Libr. Rev. (1986) 18, 75-84.
Were, J.: Problems of Automating Libraries in a Developing Country: Kenya. In: L. Hüttemann / F. Inganji (eds.): Use [illegible]f Computers in Information Handling. Report on the DSE/PADIS Training Workshop held from 21 April to 2 May, 1986 in Nairobi, Kenya, Bonn/Addis Abbaba 1986, 97-103.

[5] Olugboyega Banjo, op.cit. p. 106

[6] ibid., p. 107

[7] Igwe, P.O.E.: The Electronic Age and Libraries: Present

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another point is stressed by Davies: "In developing countries where there is no sufficient employment opportunities and labor costs are low, it is feared that the use of computers will cause greater unemployment."[8]

Moreover, technical and related constraints should not be underestimated: "The assumption that technologies could be transplanted to other cultures without sufficient understanding of the needs of the users, and the lack of forethought regarding the support needs of the information systems themselves have been basic problems."
"The hardware required by advanced information technologies must have continued maintenance and support staff in order to function properly. The physical conditions required by many computer systems are often not available. Most developing countries are tropical with high temperatures, humidity or dust. Electrical problems are common with either blackouts or power surges that can damage both the hardware and software and makes it difficult to have an air-conditioned, dust-free environment. Many developing countries have areas without electrical power of any kind.
The software used with computer systems cannot be developed in the country due to lack of training and experience. Thus, the software that is developed does not take into account the specific needs of the situation."
"Often there is a poor information infrastructure in developing countries. Telephone services are often poor, and the quality is poor for data transmission."[9].

These conditions make it difficult to think about the introduction of modern IT to developing countries or, at least, to the less developed countries. It is clear that any IT must be designed after the specific needs of those countries, i.e. it is important to think about the appropriate technologies: "These advances (of western countries in IT) , however, have been geared to the needs of large organizations and developed countries. Their use presupposes a developed economic infrastructure, a high level of education and supporting technologies. Care must be taken then in presuming that these advances will solve the information problems of developing countries. ... it must be remembered that the communications technologies ... which the developed countries often take for granted are also extremely important for a country`s access to information."
"Developing countries have information needs that differ from those in developed countries. ... The need for the appropriate information to meet the developing countries basic needs cannot be met using the large databases of the developed countries." ...
"The introduction of information technologies into developing countries has often led to disappointment and disillusionment on the part of the countries involved and the outside agencies. The systems have fallen into disuse. The information made available is inappropriate... ."[10].

So it is not surprising that up to now IT is not very widespread

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Problems and Future Prospects. In: Int. Libr. Rev. (1986) 18, 79

[8] Davies, D.M.: Appropriate Information Technology. In: Int. Libr. Rev. (1985) 17, 251

[9] ibid., p. 250

[10] ibid., p. 248-249

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in developing countries, especially in Africa - and where we find IT applications we can be sure that it will be in the first place an academic, research or special library, not a public library, and it is significant that even in "more advanced" developing countries like Kenya the introduction of information technology to public libraries is not even mentioned in a national development plan[11] (but it must be remembered that we have examples of public library computerization in South America, for example in Sao Paulo).

Even if a public library would be considered by decision makers to get a computer equipment, it would still face considerable problems, described by Were for Kenya (which can be supposed to be alike in other countries of the region, too): "Libraries in developing countries are forced to turn to donations for high technology projects. ... Recipient institutions tend to underestimate the financial implications of such aid:

- No provision is made for possible enhancements of the donated equipment which have to be financed locally. The donor will often give the minimum configuration.
- No provision is made for long term professional systems and programming staff required to maintain the system.
- There is a lack of awareness of the financial implications resulting from such running costs as maintenance, spare parts, stationary, additional storage facilities, etc."[12]

And even if the money would be granted to buy a system configuration and the software, the problem remains: "Distance from manufacturers of systems ... limits the scope of choice. Turnkey systems such as Geac, Plessey Pen, Automated Library Systems ... are still considered the best for libraries. ... None of these firms is currently represented locally. Maintenance becomes a serious problem ..."[13]. "Computer science is a highly marketable profession and very well paying in private sectors. Librarianship on the other hand falls under the low-income professions in Kenya and it becomes impossible to retain library staff trained in this area"[14]. Everybody who uses automated systems and modern information technology knows that breakdowns can occur rather often, and without immediate support by manufacturers or specialized staff members these events can paralyse the whole library.

But as most of the public libraries in developing countries have small collections, a little number of users and circulation and only small funds, the question is whether the introduction of IT equipment in this situation is really justified. Would it not be better to spend the small funds on books and other library materials? This question can only be decided within the countries.

But it must also be noted that "such societies cannot simply reject modern information technology either, since they have to participate in international networks, even if these are dominated by "Northern" technology. Therefore the major question is: Can the development of new hardware and software be geared to the needs of societies in the South? There seems to be little hope that mainstream producers in the North will basically change their development efforts, since the market of industrialized countries will continue to be their main asset in the foreseeable future"[15,16]. And recently Banjo stated: "Finally since African libraries have been so closely linked, for good or ill, to the developments and products in Europe and America another potential source of crisis is the technological revolution ... which will result in the widening of the existing technological gap, unless necessary measures are taken. The sign now is that there is little evidence of computer literacy in Africa and worse still, there is little appreciation of the need for it. Yet these developments are bound to have crucial repercussions in the provision of library and information services in Africa, for whether we accept the need to maintain the present pattern of relationship with the developed world or not, the need to adopt the new technology will become imperative sooner or later, in order to ensure accessiblity to the new formats in which the information of the future will be packaged."[17]

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[11] cf. James M. Ng'ang'a: A National Information Service. In: L. Hüttemann (ed.): Management of Information Resources Sharing and Networking. Papers and Lecture Notes of a Training Course held in Mombasa/Kenya, 15-26 April 1991. Bonn: Deutsche Stiftung für Internationale Entwicklung, 1991, p. 5-15

[12] Were, op.cit. p. 98

[13] ibid., p. 99

[14] ibid., p. 100

So, what can be done - and what can the IFLA Section on Public Libraries do? It can point out the difficulties and try to show ways how to overcome these difficulties. Up to now, only little to no consideration has been given to the specific IT problems for Public Libraries in developing countries. If we look into the UNISIST Newsletter we can see that until today no pilot project (funded by international organizations) in IT use for Public Libraries has ever been started. This indicates that no developing country has ever felt the necessity of and priority for fund raising for such a project.

On the other hand technological developments of the last few years have led to a new situation: Hardware costs have decreased dramatically (and will continue to decrease), and the software problem is still a problem, but there might be a chance to overcome it. This could mean that it might be easier even for public libraries in developing countries to go the IT way, even if not all problems mentioned above are already solved.

The first question of a public library that wishes to introduce IT will always be: Do I really need it? And for what purposes? It is very important to define the fields of application in order to get the right answers and the right decisions. The classical fields of IT application in Public Libraries are:

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[15] Baark, E.: Appropriate information technology: a cross-cultural perspective. In: Unesco J. Inf. Sci., Libr. and Arch. Adm. (1982) 4, 263-268

[16] cf. also: Eyitayo, A.O.: Status report on the attitude of automated library system vendors to investing in Nigeria. In: Program (1989), 23, 247-256: "The responses also revealed that Nigeria (and in general, less developed countries) is not considered to be an economically viable market to invest in for now." (p. 254)

[17] Olugboyega Banjo, A.: Library and Information Services in a Changing world: an African Point of View, in: Int. Libr. Rev. (1991) 23, 108

- cataloguing and retrieval of catalogued data
- circulation control
- serials control
- automated acquisition
- bibliographic research
- internal applications (housekeeping, statistics, word processing etc)

To these join more sophisticated applications (data exchange, use of external databases, interlibrary loan, networking and online ordering etc.) which will surely not be necessary in all kinds of libraries. The more powerful a system is, the more it costs, and the hardware and maintenance needs are increasing. Moreover, online searching in external databases is rather expensive and needs good telecommunications infrastructure which is not always given in developing countries. But the use of CD-ROM might be an alternative, as it enables libraries to search in large databases without needing an online facility, a CD-ROM drive connected to a PC will do, and the development of CD-ROM production in the last years (parts of it distributed by international organizations for very attractive prices) is rather promising[18]. Nevertheless Public Libraries have to ask themselves what they really do need.

A very good, short introduction which resumes the basic features and problems of IT application in developing countries is given by Jacinta Were in a training document of the German Foundation for International Development[19].

A basic equipment will consist of a PC (microcomputer) and the appropriate software to run the system. Today it is possible to get a PC (IBM-compatible), AT or 386-PC with 1-4 MB RAM and a 80-120 MB hard disk, VGA screen and printer for less than 5.000 US$, and this equipment will do for smaller Public Libraries. CD-ROM devices can be linked for less than 1.000 US$. But it is strongly recommended to use hardware which can be supported and maintained locally! To these costs must be added the current costs for running the system (storage and backup facilities (floppy discs), printer ribbons or cartridges for laser printers, paper, spare parts, cleaning material, etc.)

The real problem is the software: Professional software for libraries can easily cost more than 20.000 US$, and no Public Library in developing countries can afford it. Another problem linked to this has already been mentioned: Experience shows that sophisticated software needs a lot of maintenance which is expensive and which can only be given if the manufacturer is not too far away.

This problem is common to all kinds of libraries and was one of the reasons for UNESCO to develop a software for libraries and related institutions, a software originally designed for mainly smaller special libraries: CDS/ISIS, which is available in the latest version 2.3.

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[18] cf. Wright, S.: Application of CD-ROM technology to libraries in developing countries. In: Program (1990) 24, 129-140

[19] J. Were: Computer Applications in Libraries and Documentation Centres: What a Manager Needs to Know. In: L. Hüttemann (ed.): Management of Information Resources Sharing and Networking. Papers and Lecture Notes of a Training Course held in Mombasa/Kenya, 15-26 April 1991. Bonn: Deutsche Stiftung für Internationale Entwicklung, 1991, p. 84-89

Up to now there seems to be no public library which uses CDS/ISIS (at least, UNESCO did not answer our respective questions), but for them, too, it would be worth looking at it closer. The first advantage is that CDS/ISIS is distributed free of charge to non-profit institutions in UNESCO-member-states. The second advantage is, that CDS/ISIS runs on PCs and can be used even on slow and old PCs. The third advantage is that CDS/ISIS is multilingual (English, French, Spanish, even a version for Arab characters is available).

A disadvantage seems to be that UNESCO does not offer any support to users of CDS/ISIS. But in reality that does not seem to be a problem. There are several thousands of installations all over the world, not only in developing countries, and there are hundreds of user groups worldwide. This concept of user groups is not a bad one: One user can help the other in the same country or even city, the user groups formulate proposals and wishes for further development of CDS/ISIS, and up to now UNESCO has always considered these proposals to a certain extent in developing new versions. Reports of these user groups are published regularly in the UNISIST Newsletter, as well as informations on developments of further applications done by individual users. So the CDS/ISIS user community can profit of developments done in other places.

CDS/ISIS is destined for bibliographic and other textual applications and is capable of operating multiple applications under a single user surface, including library housekeeping (but up to now no circulation control), documentary activities, referral services, and administrative tasks, and a UNESCO supported pilot project, conducted by the Pan American Health Organization, has proved the capability of CDS/ISIS to operate a CD-ROM database distributed to hundreds of sites in Latin America.

One application (in Spanish) developed in Lima, Peru, allows it even to use the system without computer skills and without familiarity with CDS/ISIS. "A routine for setting up the system is included and one only needs to introduce the diskettes to load the software automatically into the micro-computer"[20]. The German Foundation for International Developments offers regularly training courses in the use of CDS/ISIS, in Germany or on site.

The system can manage an unlimited number of databases with a maximum number of 16 million records in each database, which will be more than sufficient for most public libraries in developing countries.

A detailed test of CDS/ISIS version 2.3 has been published by P. Nieuwenhuysen[21], showing that it is a highly competitive software with still some features that could be better, but on the whole it is very attractive. Having a closer look to this software and testing it in different Public Libraries, reporting the experiences to UNESCO and urging UNESCO to consider, for further developments, the specific needs of public libraries, could be a promising and practical way to IT use in Public Libraries in developing countries.

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[20] UNISIST Newsletter 18, No 1, 1990, p. 14-15

[21] Nieuwenhuysen, P.: Computerized storage and retrieval of structured text information: CDS/ISIS Version 2.3, In: Program (1991) 25, 1-18

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division:

Section/RT: Public Libraries

Joint Meeting with:

129-PUBL-2-E

WORKSHOP THEME (IF APPLICABLE):

THE ROLE OF THE PUBLIC LIBRARY IN COMBATING ILLITERACY

by

Barbro Thomas, Swedish National Council
for Cultural Affairs, Stockholm, Sweden

For internal use only:

Meeting No: 114

SI: [✓ yes]/~~no~~

Estimated number of participants
in the meeting:

The existence of a public library is in itself a monument against illiteracy. All efforts to eliminate illiteracy would be in vain unless reading material could be made available to those who have acquired the ability to enjoy reading.
UNESCO has in its educational work placed considerable emphasis on libraries. In order to put into practice the advice given, UNESCO set up pilot libraries , to act as models and testing grounds. The first pilot library was established in Delhi. It was founded in 1950 by the government of India and UNESCO. The principal object was to provide reading materials for new literates, in four languages; Hindi, Urdu, Punjabi and English.

In 1987 the United Nations decided to proclaim1990 the International Literacy Year. UNESCO was invited to assume the role of lead organization for the preparation and observance of the year. The objectives for the International Literacy Year were among other things

- to increase action by governments of Member States afflicted by illiteracy or functional illiteracy to eliminate these problems

- to increase public awareness of the scope, nature and implications of illiteracy as well as of the means and conditions for combating it

- to increase popular participation, within and among countries, in efforts to combat illiteracy, particularly through activities of governmental and non-governmental organizations, voluntary associations and community groups.

Illiteracy has been considered a problem first and foremost for the third world, but in the preparatory work for this year UNESCO also focused on functional illiteracy. By doing so the Literacy Year became of global importance and a hidden problem was made visible.

IFLA´s sections for Public Libraries and School Libraries actively supported UNESCO´s goal. At the world Conference on "Education for All" in Thailand (March 1990) the chairperson of the Section of School Libraries pointed out in a convincing way the role of the libraries as vital links in providing educational resources.

The subject of illiteracy has been dealt with for a long time within the Section of Public Libraries. In 1985, the Section formed a working group to review the involvement of libraries in literacy matters around the world and to plan a seminar to address this issue. The pre-conference seminar "Public Libraries Against Illiteracy" was held in Massy in connection to the 1989 IFLA General Conference in Paris. The base programme of the seminar was formulated and designed with four goals in mind:

- to bring together information on public library efforts against illiteracy around the world

- to provide an opportunity for the participants to share experiences

- to explore ways in which more public library activities could be planned to expand illiteracy projects

- to develop series of resolutions for action by IFLA.

Linked to the IFLA Conference in Stockholm 1990 the Section organized a seminar devoted to the same topic. In connection with the 1990 General Conference a pre-conference seminar on "Public Library Policy" was also held where the question of illiteracy played an important role. Resolutions from the seminar included some very precise advice for the Section to add to the agenda.

In 1990 the Section received financial support from UNESCO in order to establish guidelines for public libraries working with illiteracy. In preparing these guidelines the discussions, papers, proposals and resolutions from the above mentioned seminars have been most valuable.

Is there a proper definition of illiteracy?

The terms illiteracy and literacy have been used with various connotations. In 1958 UNESCO proposed that a person is illiterate who "cannot with understanding both read and write a short simple statement on his everyday life". This definition of traditional illiteracy was adopted by UNESCO´s General Conference in 1978 but from another point of view "a person is literate who can with understanding both read and write a short simple statement on his everyday life".

The terms illiteracy/literacy are very often used in connection with certain conditions, for instance:
- basic illiteracy
- traditional mass illiteracy
- functional illiteracy

- instrumental illiteracy
- linguistic illiteracy

We are also familiar with the expressions "semi-literates" and "new literates". Recently in the library profession we have created the concept "information illiteracy" to define those unable to use the information offered in a technological society.

Basic illiteracy

According to UNESCO's estimate there were 948,1 million illiterates aged over 15 in the world in 1990. That is almost 30 per cent of the total population. 31 million were found in developed countries while the remaining part 916,6 million illiterates are to be found in Third World countries. Those 916 million represent 35 per cent of the adult population.
Of course the illiteracy rates differ between Third World countries, between regions, between cities and rural areas, between groups of the population and between men and women.
In general the background factor is poverty. Very often there is a vicious circle:
- lack of primary education - illiteracy - poverty -

The heavy problem of basic illiteracy has, in the first place, to be fought in by more resources on primary education. On the other hand the role of public libraries should never be underestimated.

Functional illiteracy

The concept of functional illiteracy is rather new. It is not easy to draw a very clear line between basic illiteracy, as defined by UNESCO,. and functional illiteracy which refers to the level of literacy which is needed in a complex industrialized society.
According to UNESCO's recommendation a person is functionally illiterate who "cannot take part in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and community's development".

The French language allows a distinction between the concepts "analphabètes" and "illettrés". The definition would be "Les illettrés sont les analphabètes des temps modernes dans les sociétés industrielles". This is a way to express the fact that in spite of general primary education there are people who can not read and write properly.

The concept of functional illiteracy is not absolute. It depends on the level of society. A person can be considered functionally literate in one society but not in another depending on what skills are needed for "effective functioning". What is quite clear is that the rapid technical development of modern society will create an increasing number of functional illiterates. And that is a problem that indeed should concern public libraries.
It is difficult to estimate the total number of functional illiterates. To a very large extent it is a hidden problem. Not being able to read is connected with shame in a reading society.
A number of investigations in the industrialized countries have proved that quite a high per cent of the population should be considered as functional illiterates. Some reports from highly industrialized countries have proved that up to 10 per cent of the population belong to this category.
There are men and women in highly industrialized countries who cannot understand a job advertisement, a train timetable etc. In documents reporting functional illiteracy from different aspects you very often find the example of somebody "reading" the newspaper upside-down pretending to read and trying to hide the inability to read.

Functional illiteracy is not only a question of individual shame.
It could also be a question of national embarrassment. A number of reports in Europe have revealed surprisingly high illiteracy rates. For instance that up to 25% of French children leaving school cannot read and write properly. No Ministry of Education want to talk too much about such figures.

Compared to basic illiteracy the problem of functional illiteracy might be considered marginal. It is not. If nothing is done the total number of functional illiterates will increase concurrently with the technical progress. As it very often is a hidden problem so called functional illiteracy is not easy to deal with. Everybody working in a public library should be aware of that.

New literates

Adults or children who have just obtained the reading skill could be included in the group of new literates. There are great risks that the new literates very soon will relapse into illiteracy if the obtained reading skill is not taken care of. The public library could play an important role by actively offering special reading material suitable for this group.

948 million basic illiterates, an uncertain but growing number of functional illiterates and the need of special care for the new literates - this is indeed a challenge for public libraries.

The role of the public library

It might be, or rather it is, wishful thinking to believe that illiteracy could be eradicated by the year 2 000. Still that is the overall goal we should keep in mind. If we radically want to reduce the illiteracy rates no efforts must be saved. Every institution/organisation must participate actively. Even the public library. It is important that the public library defines the problem. Very clear objectives should also be established. And it should be considered with which institutions/organizations it might be possible or rather necessary to cooperate.

Public libraries operate on various conditions concerning resources, staff, premises, library materials or lack of materials.
Reading traditions and the level of general education are also important factors.

To promote literacy is of course a very different task for example developing countries in Africa, Asia or Latin America and in the industrialized countries in Europe, USA, Canada or Australia.

In the developing countries the efforts to eradicate illiteracy has to be performed facing some or all of following conditions:

- school age children not attending school due to limited educational facilities and resources

- high drop out rates among school children and adults attending adult education programmes

- lack of expansion of formal and non-formal education activities

- new literates relapse into illiteracy due to irrelevant curricula, lack of trainers, lack of reading materials for follow up

- scarcity of affordable literature

- lack of adequate library service

- lack of reading habit

- inadequate funding to train enough personal

- duplication of efforts due to the fact that the responsibility is scattered among several governmental and non-governmental bodies and not coordinated on a permanent basis by a suitable structure

- need for even young children to be required to work in order to meet basic economic needs

- a growing number of street children

And what about the fact that women represent the largest share of the illiterate population ? In 1990 the female illiteracy rate for the developing countries was 45 % compared with 25 % for men.

In the industrialized part of the world conditions are fundamentally different. In general, the compulsory school system has a long tradition. And generally speaking there is a high level of education. There is also a high level of industrialization. The standard of living is high but the society also demands a high standard of reading proficiency in order to meet basic everyday needs. Public libraries have a long tradition and have reached a comparatively high level of standard and service. Books are no longer scarcities but rather surplus goods. Which in a way causes other problems.
Illiteracy exists even if it should not, but is to a great extent a hidden problem. As is true elsewhere illiteracy affects the most underprivileged groups. But as illiteracy tends to be regarded in practice as having been almost eradicated, the public libraries' degree of involvement (and indeed not only the public libraries) in this particular field has in the past been slight. The alarming reports received during the past few years that a not inconsiderable number of young people is leaving school without being able to read and

write, have however encouraged libraries to involve themselves in these problems.

Whatever the conditions, public libraries should not deny the problem of illiteracy, but try to identify the problem and the extent of it. The public library must actively promote themselves to reach cooperation with other institutions/organizations in the field. Library staff should also be aware that library service to illiterates and new literates is not a service in demand and the library has to play an active role in encouraging its use. And above all the public library should be made visible.

The book famine

A necessary but not sufficient condition in the combat of illiteracy is - books.
A consequence of Gutenbergs invention is that today in the Western World books are no longer scarcities but surplus goods. While, in general, Third World countries suffer from acute book shortages. Gutenberg should be blamed for that.

In the industrialized world reading skills might today be threatened by the increasing entertainment industry distributed for example by the surplus of television channels and the wide variety of electronic media. The reading habits of children might in the long run be affected in a negative way.

In a community with a surplus of books and an over-provision of light entertainment, public libraries can play an important role by providing books free of charge from a library structure that allows everybody, and especially the children, easy access to books. For public libraries in Third World countries the most urgent question is how to improve book provision. Which is not always a very easy task.
Books are not classed as priorities in competition with necessities such as food, clothing, medicine etc. Shortage of foreign currency and/or import taxation on books might effectively prevent acquisition. Sometimes an excessive bureaucracy might be the main obstacle. There might also be a lack of infrastructure in library buildings and supplies.
It will not be possible to solve all these problems at once. It is a

question of long term planning and gradual progress.
Much is already done but more remains to be done.

There are for instance a number of book donation programmes where the main stream goes from the industrialized part of the world to libraries in the Third World. Recently we have also experienced that new book donation programmes have been established to deliver surplus books to libraries and other institutions in the eastern part of Europe. It is important when book donation programmes are set up to weigh the pros and cons.
In general they suffer from total lack of coordination. There is a risk that the stream of books too often will be arbitrary, that some countries will "fall between two stools" and that donation programmes will be dependent on "changing fashions." The cost of transportation should also be considered. Unwanted material should by no means be sent.
Books donated are mainly in English or French which means that they are useful in anglophone and francophone countries, but of limited use if the urgent need is to build up a collection in the native language. It might also be the case that the content in the books published in the Western World is not at all appropriate for readers in the Third World.

Even if there are frustrating elements, book donations on the whole are ways of giving practical help to libraries suffering from a serious lack of material. It is important that close contact is established between donor organizations and the receiving institution. The ideal situation for the receiving library is to have the opportunity to preselect material. It is also of great importance that the donors should learn about circumstances in the receiving country.

It should be stressed that book donations can not replace acquisition. But donations could be the next best for a library in urgent need of reading material.
Book donation programmes and the establishment of twinning libraries could be further developed.

Among the planned activities within the framework of the UNESCO Programme to promote access to scientific literature is the establishment of a database on book and journal donation programmes. It would supply a long-felt demand if a similar project could be set up based on the needs for public libraries to achieve used material. A Donation Programme Database for redistribution of books useful in literacy efforts.

The Florence Agreement

Another problem that ought to be focused is taxation. Taxation might in some countries be an effective obstacle to receiving printed material from abroad, whether donated or purchased.

In order to facilitate the exchange of publications, objects of artistic and scientific interest and other materials of information and to recommend international agreements which should promote the free flow of ideas, UNESCO sponsored the "Florence agreement and its Protocol".

The major purpose of the Florence Agreement is to make it easier to import educational, scientific and cultural materials. This document is of limited value if it is not actively used as a tool to reduce taxation obstacles. Public libraries could organize promotion of the Agreement to the Ministry in charge and to custom authorities.

Evidently the conclusion drawn is:
To eradicate illiteracy a necessary but not sufficient condition is books and other reading material. One of the public library´s most critical contribution to the literacy effort is the support it provides through its material in both print and non-print formats. Without access to books the reduction of the illiteracy rates will ever succeed.

The necessity of cooperation

Since illiteracy is a very diversified problem public libraries can not work in isolation but must seek cooperation with other actors in the field. Documentation from several literacy projects proves that cooperation is a prerequisite for success.
There are a number of projects that could be referred to but I will mention just one example: The Collaboration between the Jamaican Movement for the Advancement of Literacy (JAMAL) and the Jamaica Library Service, based on a report prepared by the JAMAL Foundation.

Jamaica has had a long history of a high illiteracy rates among adults. In 1970 it was estimated that up to 500 000 adults, representing 40 - 50 per cent of the population over 15 years of age were functionally illiterate.
In 1972 the National Literacy Programme was established. In 1974 the JAMAL Foundation was established to take over the activities.

However there were hindrances experienced such as lack of ready access to books and reading materials written in simple English to meet the special needs of the new literates.

The Jamaica Library Service aimed to provide reading material free of charge to satisfy the various needs. The library structure with service points located island-wide made books accessible in every village. The Jamaica Library Service was considered to be the only institution to handle on a large scale the task of non-formal continuing education for so many new literates.
JAMAL and the Jamaica Library Service set up a programme of close cooperation. Senior staff of both organization's served on the national and local community committees responsible for promoting their programmes. Special assistance was given by the Library Service in support of JAMAL programmes as:

- bookmobiles attended JAMAL graduation ceremonies to register the graduates as new library readers

- large print books were provided for new literates and special collections with easy material were built up

- booklists for new literates were distributed and tours for groups of students to visit libraries were arranged

- library buildings were used for teacher training and other JAMAL activities

Efforts were also made on follow-up programmes. For instance to encourage local authors to produce material to meet the needs of the new literates. It was also agreed that the establishment of official links of cooperation between JAMAL and the Jamaica Library Service was beneficial to both organizations.

This is just one example, reported as successful. A number of other activities could be added. Generally speaking, a characteristic for the good examples is simply that cooperation has been established and that the librarians have stepped out of the ivory tower to meet the target groups in their every-day surroundings.

It would of course also be possible to identify a number of literacy projects that did just partly succeed or did not succeed at all. Those cases might also be justified if we use the mistakes to learn something.

I would like to mention just one case where lack of cooperation to some extent explains some failures. In the very interesting report "An Impact Evaluation of the Rural Press and rural Library Projects in Tanzania" February 1992, made for UNESCO, a survey of the difficulties faced in a developing country is given.

As part of the Tanzania Adult Literacy Programme, rural newspaper and rural libraries were established in the early 1970's. The rural library programme was extended to the entire country and more than 3 000 rural libraries were set up. The rural library programme was not affiliated in any way with the National Library Service, which supervises other libraries in the country. It was also evident that there was no coordination between the adult education work and the Folk Development Colleges. Nor were there any linkage of the libraries in the Folk Development Colleges and the rural libraries under the Adult Education Department. What is evident from the report is a total lack of cooperation.

It is evident from the report that the libraries are not very heavily used. One example is a library with an average of five books borrowed each month. Books are supplied irregularly, and the collections are no longer attractive. Nevertheless the evaluation team emphasises that the rural library programme has had a positive feature. Most people in most wards now know what a library is and that you can read there. Most village people can now read and write. And this implies the need for a rich reading environment to encourage all of the literate villagers to use and develop their reading skills. With a better cooperation between the actors the result might no doubt have been more seccessful.

Towards the year 2 000

Between 1970 and 1985 the number of illiterates grew by approximately 59 million. Since 1985, the number has remained stable, and according to UNESCO's latest estimate there should only be a slight decrease by 2 000.
This stability in the number of illiterates means a decrease in the rate of illiteracy:

38,5% in 1970
26,5% in 1990
21,8% in 2000

The estimated 21,8% means 935.4 million adult individuals with lack of reading skills. With this perspective only assistance of a miracle in combination with hard work the goal to eradicate illiteracy by the year 2 000 could be achieved.

To eradicate illiteracy is indeed a long term project. To achieve the goal, even if there will be delays according to the optimistic timetable it is necessary that all institutions and organizations participate.The public library not forgotten.
Even if the total number of illiterates is tremendous current development is still encouraging. It is easy to find a number of good examples in many countries where illiteracy rates gradually have been reduced.
Very often there is a connection between long term planning of efforts and success.

Final remarks

The International Literacy Year 1990 focused the problem of illiteracy. It was considered that illiteracy was not solely a problem for the Third World. The problem of functional illiteracy was also made visible. The value of a Literacy Year should not be underestimated. It is of vital importance to raise public opinion and general awareness. Besides, the eradication of illiteracy cannot be done without resources. Generous funding in combination with alternative priorities is a prerequisite. The success of the Literacy Year is not least that it encouraged funding for literacy campaigns and focused the need of primary education.

Public libraries can not by themselves solve the problem of illiteracy and the complexity of eradicating it. But the public library can play an important role in cooperation with other institutions and organizations working in the field. Public libraries must be aware of their potential internal force.

Every public library no matter where should start to estimate the size and character of the problem and analyse how the library best could participate in the struggle against illiteracy. Public libraries, as we know, operate in a variety of conditions concerning resources or lack of resources. Whatever conditions are, we must define the

problem and then establish very clear objectives. The different target groups must be defined and priorities must be done. We must not and can not always do everything at once. If we want to succeed we must have clear strategies. If necessary, we must have the courage to decide what target group might be of most importance. Probably many libraries will find that priority should be made to children. To concentrate on the children might be the best long term strategy.
The illiterate child will be the adult illiterate tomorrow.

It is desirable that the library staff is given the opportunity to become specialists. But it is also important that the whole staff is involved in the struggle against illiteracy. A few specialists might give the rest an excuse not to bother. To find the proper balance is a question of good management.

Collection development is of vital importance. The public library should analyse what material could be attractive to the population with reading difficulties, call attention to the problem and encourage publishing of suitable material.

Guidelines

To establish guidelines for public libraries working with illiteracy is a rather complicated task. Since needs and resources vary so widely it is almost impossible to formulate common standards or guidelines. Reservations must be made that some of the advice and examples given might not at all be applicable or relevant for some libraries but might for others. Guidelines suggest what might be possible, but national/local conditions will dictate what is feasible. The gap between what is desirable and what is possible must always be kept in mind.

The International Literacy Year 1990 focused the problem of illiteracy. No public library should be unaware of the challenge. The public library must take an active role in the continuing work. Active support from UNESCO, not only financial, made it possible for the Section of Public Libraries to outline guidelines for public libraries working with illiteracy. The guidelines have been prepared in close cooperation between IFLA and UNESCO. The Guidelines is one practical output of the Literacy Year and we hope they will encourage public libraries to deal with the problem or at least not forget all about the problem as the Literacy Year 1990 fades away.

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(Dr. SN Khanna. Director, Delhi Public Library)

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DELHI PUBLIC LIBRARY

THE FIRST UNESCO LIBRARY PILOT PROJECT

(Dr.S.N.Khanna, Director, Delhi Public Library)

1. INTRODUCTION

UNESCO in its Fourth General Conference held in September-October, 1949 at the Headquarters, Paris offered to set up a public Library Pilot Project in one of the developing countries. Maulana Abul Kalam Azad, the then Education Minister of India was attending the said General Conference and he gladly accepted the UNESCO's offer. An agreement was made between the UNESCO and the Government of India and under this agreement the Delhi Public Library was established and inaugurated on 27th October, 1951 by Pt. Jawahar Lal Nehru the first Prime Minister of independent India.

1.1 The agreement specified that the Library was to carry out the policy of the UNESCO Public Libraries Manifesto, in the following terms: (i) The public library pilot project shall be known as the Delhi Public Library (in association with the United Nations, Educational, Scientific and Cultural Organisations); (ii) It will provide a public library service for the people of the city of Delhi and shall be model for all public library development in India, and in all other countries where similar development of public libraries can be under taken.

1.2 The objectives of the DPL were to provide the people of Delhi with a public library service in its true sense, special attention being paid to the problems of service to new-literates and less educated people and to demonstrate the use of modern library techniques under Asian conditions. It had been laid down from the opening of the Delhi Public Library that (i) the Library should be open to all, (ii) no direct charge should be made for its use, and (iii) the access to the shelves should be allowed.

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2. SERVICES

The establishment of the DPL is a significant development in the field of public libraries in India. The special feature of the DPL is the nature of services provided by it. The Library provides free and useful services to all kinds and sections of people viz. children and adults, young and old, male and female irrespective of caste, creed, religion and nationality. Even cash security is not required for borrowing books if recommendation for membership is made by a responsible person. Books are placed on open shelves and are freely accessible to the readers. Signatures are not obtained for borrowing books.

2.1 The Library, in accordance with the UNESCO manifesto, let its readers loose among racks full of pricely books. This was a novelity for the people when the library was first started. The success of the DPL lies in the fact that the people of the Union Territory of Delhi have formed a Library habit. They come to library to utilize its services in large number and long queues. This has always been a common feature at its all service points.

2.2 A public library must cater to not only, the needs of lay man for information, recreation and enjoyment, but also serve the professionals and the specialists. The DPL has been endeavouring to satisfy the demands of its diverse clientele. The library caters to the reading interests and tastes of people of different age groups as well as diverse educational and cultural levels. It provides service to the handicapped section, the prisoners and the indoor patients of the hospitals. Sports Libraries are also being run by the DPL. The reading habits have really entered the cultural life of the people of Union Territory of Delhi. The services of the DPL have made tremendous progress in the matter of bringing library books within the reach of average citizen and specially who has no access to educational institutions or specialised libraries.

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2.3 Encouraged by the results yielded the DPL has grown into a Metropolitan Public Library System consisting of a Central Library, Zonal Library, 4 branches and 57 sub-branches including Community libraries and Resettlement Colony Libraries as well as the rural libraries spread all over the Union Territory of Delhi. Besides, it provides library services in 67 localities and colonies through Mobile Library Vans and 15 service points are covered by Braille Mobile Library. The Library System has the membership of about, 1 lakh and issues nearly 10,000 books every day to the borrowers. There are 175 service points spread through out the Union Territory of Delhi.

3. CULTURAL COMMUNITY CENTRE

The DPL serves not only as a Circulation and Reference Library but also as Cultural Community centre. The cultural needs of the community are met by the working of library. It improves reading habits by organising cultural functions. The library functioning as a cultural Community Centre was initially some thing new. The DPL organises interested readers into groups and study circles with the assistance and guidance of the library staff. These groups organise discussions, debates, lectures, poem recitation etc. At present the following groups have been functioning successfully : (i) Literature Study Group; (ii) Social Study Group; (iii) Health Hygiene Group and (iv) Homeopathic Study Group. To encourage women folk of the society, recently the DPL has started a new group named Sanskriti Sabha. Eminent ladies in the field of social sciences and literature have been taking keen interest in the activities of Sanskriti Sabha. The DPL also mounts exhibitions on important occasions. These activities have proved too beneficial to the community in general and users of the library in particular. Such activities attract people to the library and library attracts people to such cultural activities. Through discussions and debates the people learn, exchange their views and tolerate differences of opinion. Such activities also provide people

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public platform for speaking and shaping their personalities. Many of young readers of the DPL have now occupied high positions in services and professions. The library has proved most beneficial in raising cultural level of the people of the Union Territory of Delhi.

4. INFORMATIVE RECREATIONAL ACTIVITIES

Besides catering the needs of serious readers and encouraging cultural activities, the Library also provides informative recreational activities such as filmshow, television programme, drama, music conserts etc. The Drama Group and the Music Group of the DPL are very active and popular in this field. The Library no longer has to propogate its recreational activities, infact its services have been eagerly sought for.

5. GRAMOPHONE RECORDS LIBRARY

This is an unique feature of the DPL under its Social Education activities. The library has a good collection of gramophone discs and cassettes comprising classical, instrumental and light music besides bhajans, ghazal, film songs etc. These all are also lent out to registered members free of any charge. Linquaphones in Russian, Chinese, Spanish, English and Hindi languages are available and provided to interested readers. Facilities for learning these languages through the linguaphones are also extended. Music lover members can enjoy music through gramophone records, cassettes, tapes etc. with the aid of head phones without disturbing others with in the Library.

6. CHILDREN ACTIVITIES

The Children Department of the library organises activities connected with reading and providing knowledge to children. The aim of such activities is to attract children to the library and make them interested in reading. Such activities include drama, music, concerts, papet show, television show, story hour, competition etc. About 150 prizes were distributed to the children at the conclusion of last annual competition.

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7. SERVICE TO VISUALLY HANDICAPPED

The Braille Library caters to the educational needs of the visually handicapped persons. A Library specially designed for the blinds by the DPL was the first attempt for a public library in India. Braille books are not easily available and specially in Indian language i.e. Bharati (Hindi Braille). The DPL took the task of preparing its own Braille Books and managed to get as gift two reconditioned Braille Type-writers and some other necessary equipment. A Braille Transcribing Unit was established with the above material. The DPL had taken up with the Indian scientists and technologists to manufacture sulphide or similar paper for transcribing Braille books. As a result, the Forest Research Institute, Dehradun perfected a process to prepare such paper. The DPL transcribes and prepares multiple copies of Braille books for the visually handicapped persons. Talking books i.e. material recorded on gramophone disces or on tapes are also being served. A unit of Braille Library has been started for University students and teachers in Delhi University Campus.

7.1 Educational assistence is also provided to visually handicapped persons through specially designed mobile vans by issuing braille books at selected places. It has now 18 points to serve in two shifts during a week. In addition, Braille books are provided at six deposit stations of various Institutions. Training facilities to blind people are available at the Braille Library. Besides these, Braille books are sent to the members by post, free of charge, in all parts of the country. Braille Library has been promoting the educational interests by organising annual competitions for visually handicapped, both adults and children, and winners are given prizes.

8. SERVICE THROUGH DEPOSIT STATIONS.

Besides branches and sub-branches, the DPL has introduced a system of deposit stations. In these deposit stations, the DPL has provided books to public and private

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institutions after being satisfied that the said Institution would provide suitable accommodation, furniture as well as necessary staff for providing the Library services to the nearby people. This system has been functioning quite satisfactorily and improved the reading habits in the form of non-formal education. For the present, 22 deposit stations have been serving and providing library facilities under the umbrella of the DPL.

9. LIBRARY ON WHEELS

The Extension Department of the Library through specially designed mobile vans supply books at the doorstep of the members at different points on fixed days and time of the week. When Library on wheels was initially started by the DPL there were apprehensions amongst the people and specially amongst the rural folk about the free library services. There were also doubts about its success. But, soon the doubts and hesitations were removed in view of the efforts and genuineness of free service rendered by the DPL to the members of the Mobile Library. Now, the mobile Library services of the Delhi Public Library have become very popular and it has many pending requests for providing library services in various urban and rural areas of Delhi. The DPL has not been able to meet the demands due to inadequate infrastructural facilities. At present, 5 Mobile Libraries serve 66 points in two shifts round the week.

10. SERVICES TO SPORTSMEN.

The DPL has been operating three sports Libraries. (i) Nehru sports Library at National Stadium, (ii) Feroz Gandhi sports Library at Talkatora Swimming Complex, and (iii) At Indira Gandhi Indoor Stadium. The accommodation for these Sports Libraries has been provided free in the respective Stadia by the Sports Authority of India. The Library at Indira Gandhi Stadium has been started during the year 1991-92. More and more sports lovers are taking keen interest in reading literature on sports and are improving their knowledge and skills.

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11. LIBRARY OF PATIENTS

The DPL operates Library services to the Indoor patients in two Hospitals, viz. All India Institute of Medical Sciences and Govind Vallabh Pant Hospital. The DPL has provided books to these Hospitals and books are issued to the patients by the staff of concerned Hospitals. A large number of books are being read by the Indoor Patients of these Hospitals.

12. READING MATERIAL TO PRISONERS.

The Library provides educational and reading facilities to the adult prisoners at the Central Jail, Tihar, New Delhi. It is heartening to inform that the prisoners of the concerned jail themselves manage the working of the Library. This Library with a membership of 567 adults and issued 4290 books to 567 adult prisoners during the year 1990-91.

13. PUBLICATION FOR NEO-LITERATES

There was not much reading material for neo-literates, when the DPL was established. Such reading material was essential for spreading education amongst adults, children and rural folk of the Society alike. The DPL undertook a project of producing books for neo-literates. Such books were freely distributed by the DPL amongst neo-literates. The DPL published 35 titles in Hindi and 2 in Urdu. Such books were on interesting and informative subjects of day today life. The DPL has now discontinued the project of publishing such books as in the meantime many Organisations have started publishing books for neo-literates and there is no dearth.

14. GIFT AND EXCHANGE

During mid 1991 DPL felt that it could approach various Organisations and individuals to Gift/Exchange Books so that the DPL would be able to acquire books free of cost. It, therefore, established a new Division in DPL namely, "Gift, Exchange & Stock Taking Division". This division attempts to acquire books as gift from various

Institutions and individuals. This is a new phenomenon in the DPL. Due to constant efforts about 30,000 books worth Rs. 1.5 million have been received as gift from various academies, institutions and individuals. This is the first time in DPL when such a large number of books have been received as gift.

15. IMPLEMENTATION OF DELIVERY OF BOOKS ACT

It is heartening to intimate that the Provisions of Delivery of Books Act were made applicable to DPL in December, 1981. Under this Act the DPL is entitled to receive one copy of each and every publication published in India free of cost. But the DPL had received only 56500 books during the last 10 years (1981-92) under the provision of this Act. While receipt under the D.B. Act was only 5650 books per year, DPL used to purchase multiple copies of books for its branches/sub-branches etc. Out of the 4 receipient libraries in India, DPL is the only library which purchases books in multiple copies. Now, from the year 1991-92 the DPL purchases books only out of the receipt of books under the provisions of the D.B.Act. As a result, the DPL has received 17,720 valuable books free of cost under the Act during the year 1991-92. The value of these books is Rs.1 million. This is the first time in the history of the DPL that such a large number of books were received under the Act free of cost. This has been possible due to the fact that the books purchase policy had been linked with the receipt of books under the Act.

16. LANGUAGE AND TALKING BOOK LIBRARY

Since Delhi is a multi-cultured and multilingual city, the DPL intends to establish a Language Library to meet the reading requirements of various language groups. There is also a proposal to provide Talking Book Library facilities and low vision reading and reference material in Braille for imparting informal education to visually handicapped persons.

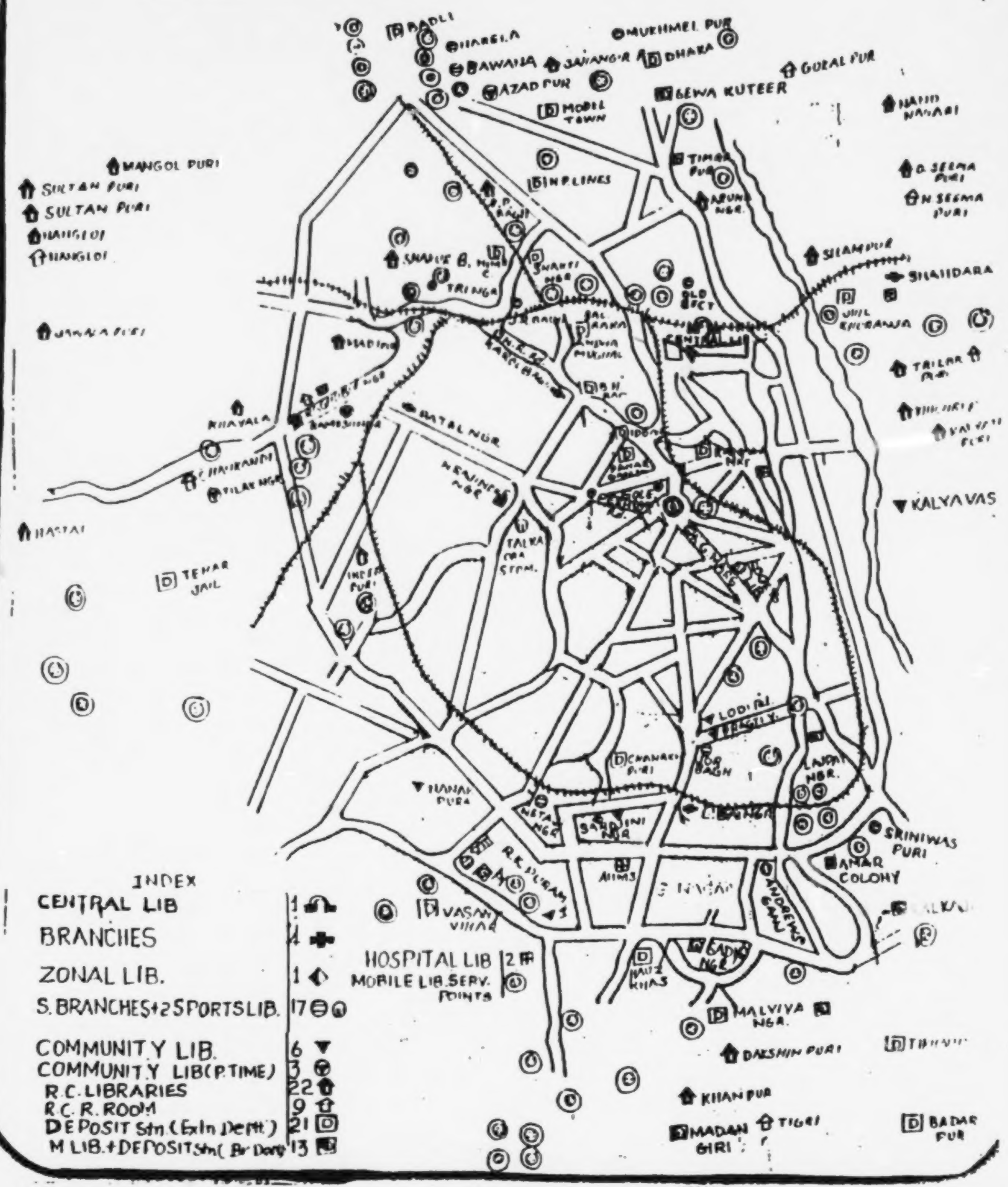
17. ASSESSMENT

An assessment was taken up by the UNESCO to find out (i) what the library had so far achieved (ii) what problems had been encountered; and (iii) how they had been overcome or at any rate tackled. On the basis of assessment it was hoped to discover (i) how far the DPL had met a social and cultural need and how it had fitted into the social life of the city (ii) educational and occupational backgrounds of the people who had become members and how far they were a representative cross section of the community in general (iii) extent of use and the kind of use (iv) reaction of readers to the library and whether it was meeting their educational and recreational needs and (v) administrative and organisational problems involved in operating a public library in Asia. The Evaluation Report had testified the DPL's outstanding services.

18. CONCLUSION

Now a days the universe of knowledge has been expanding very fast. The knowledge gathered through formal education gets out dated rapidly. Needs and modelities of access to new information high light the role of public libraries. The public libraries are essential for assisting the people in their intellectual pursuits and continuous progress. The DPL had met social, cultural and educational needs of the metropolitan city of Delhi. The inadequacy of library services and the need for establishing nation wide network of public libraries has been well accepted. The role played by the UNESCO by sponsoring the DPL Pilot Project can be fully utilized when it serves as a model for a public library system in the country. There is an urgent need to establish such libraries, if not in all states at least in the metropolitan cities of the country. The experience and expertise gained by the DPL be availed of by those who are in the field of establishing, expending and improving public library services in the developing countries. The DPL would be willing to play as a nodal agency and guide the establishment of such public libraries.

SERVICE POINTS OF D.P.L.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(title page)

"Transformation": the ODA Trainer Development Project for Central and State Training Institute Librarians in India"

by

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Mtg 128

Session 126

ABSTRACT

TRANSFORMATION: the ODA Trainer development Project for central and State Training Institute librarians in India.

CSTI librarians are in need of training to enable them to undertake a more active role in response to curricular demands of the Institutes. A "Workshop on User Education planning and delivery" was organized and taught by a team of two experienced British tutor librarians at Mysore and Delhi in February 1990, under the auspices of the Overseas Development Administration of the British Government. THE Workshops were a first stage in introducing the concept of User education and how to integrate the library into the curriculum of the CSTIs. Further work in this area is expected to be done in 1993.

(author: Mike Freeman)

KEYWORDS

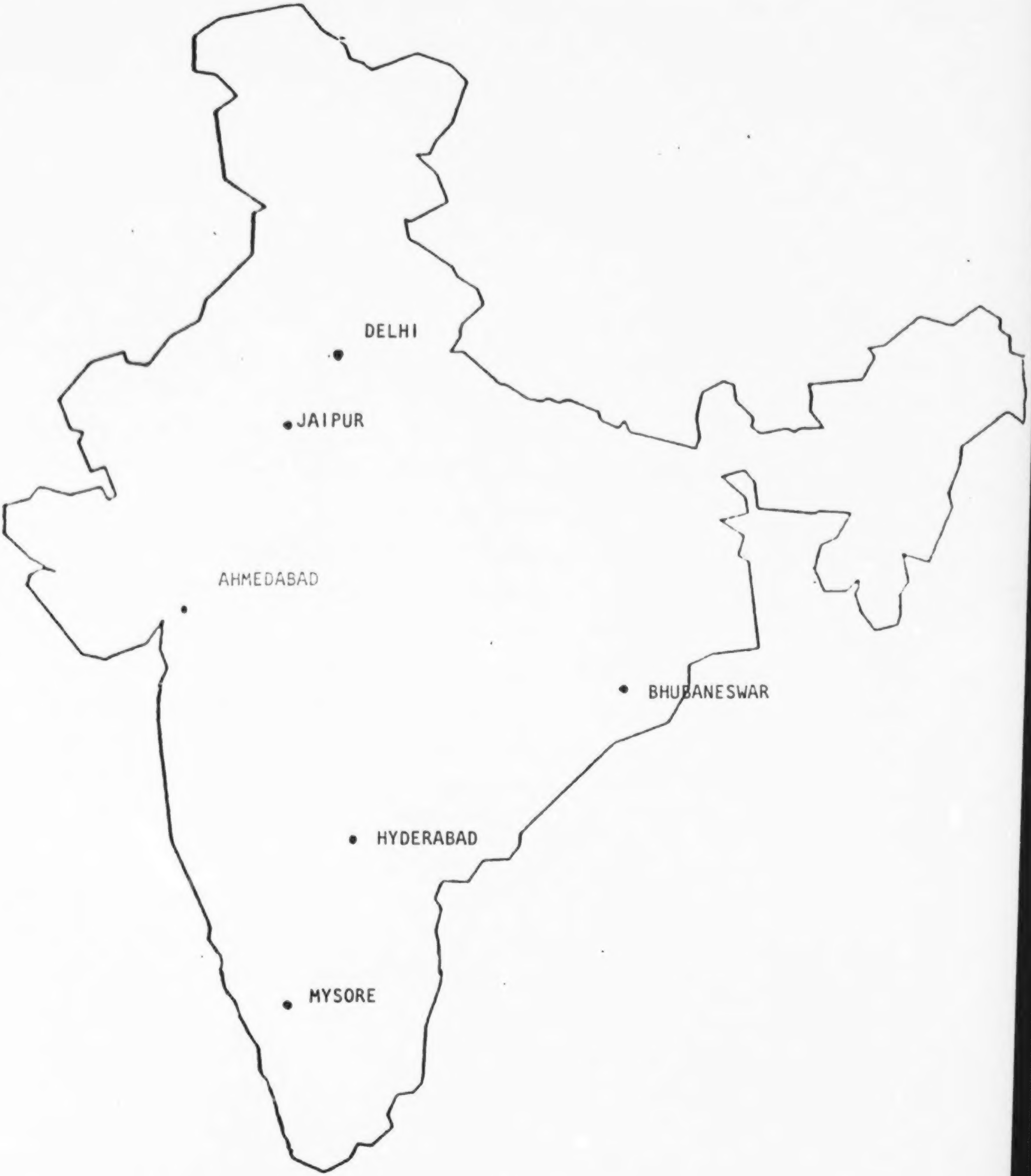
USER EDUCATION
TUTOR LIBRARIANS
CURRICULUM INTEGRATION AND LIBRARIES
INDIA: CENTRAL AND STATE TRAINING INSTITUTE LIBRARIES

This paper sets out to explain in a practical manner how the basic theory and practice of "user education" was introduced to a discrete group of Institute librarians in India in 1990. In 1989 a request came to the author to make an advisory visit to India from the Overseas Development Administration (ODA) via the British Council (BC) as the coordinating agency. This request was in response to a requirement for professional assistance from the Department of Personnel and Training (DOPT) of the Government of India, under the provisions of the Trainer Development Project (TDP) of the British Government's ODA. The Trainer Development Project was designed to meet a Government of India DOPT request for British technical and professional assistance in the development of faculty and institution-building for the staff colleges of the All India Services (e.g. Indian Administrative Services, Indian Forestry Service) and the State level Training Institutes.

The author's terms of reference were (a) to visit and survey a sample of the existing libraries of the Central and State Training Institutes (CSTIs) (b) evaluate their resources generally, and (c) specifically assess the current involvement and role of the librarian vis-a-vis faculty, course participation and extension work. A further requirement was "to suggest the design of a one week course module in the Indian context for librarians for their fuller and more active participation in fulfilling the objectives set for the Training Institutes". Thus, the major purpose was to gain some understandings of the wide range and functions of the CSTIs by visiting and examining a representative sample, and to consider ways of transforming CSTI librarians from their traditional curatorial and essentially passive role into a more "pro-active", entrepreneurial and curriculum driven role, fully integrated into the teaching and learning of the parent Institution. There are in the UK Further and Higher Education sectors fairly well established programmes of "user education" tied into the curriculum of their Institutions and planned and delivered by "tutor librarians"(sometimes also called subject advisers, academic librarians, information specialists, library tutors). The tutor librarian is the librarian who "teaches" the use of the library and all its information resources; in a way the tutor librarian is the evangelist or missionary for the true educational role of the library. The author would argue that all librarians are educators 'per se' so there should be nothing alien or improper in taking on this role. To quote from the (British) Library Association:

> "The Library is one of the College's largest single educational resources and it is also a complex network of sophisticated systems. Students can derive full benefit from it only if they are taught to use it and the literature of their parent discipline effectively. User education: teaching students to use libraries,

MAP OF INDIA SHOWING CSTI's VISITED , MAY 1989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AHMEDABAD
BHUBANESWAR
HYDERABAD
MYSORE

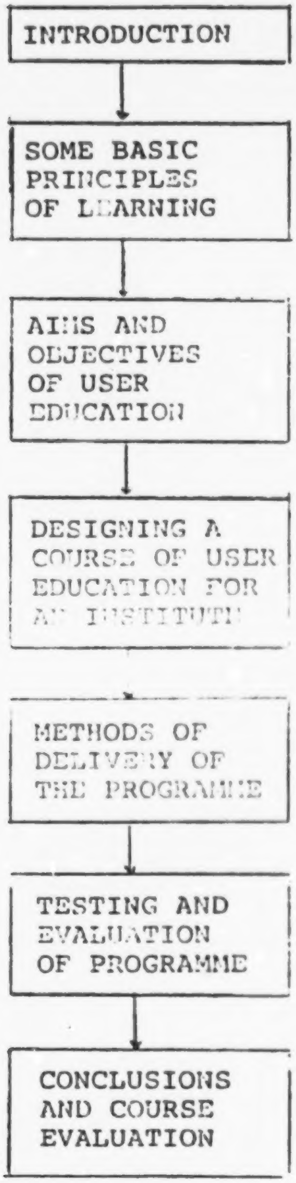
> their resources, and the literature of their subject, to provide them with a lifelong skill is one of the professional librarian's most important duties" (1)

User education is thus a powerful unifying force, linking together the curriculum of the Institution and the library's vast resources of information. How to bring about a change by library staff, trainees and faculty in perception of the library's role, particularly in relation to the curriculum, was the task to be faced in India. Although the CSTI libraries were the obvious target group to undergo this transformational process it became clear that the Faculty, especially the senor members, should be a priority later, to learn about integrating the library and its resources into the curriculum and the unrealised potential of user education in the teaching and learning processes of their Institutions. Perhaps librarians tend to forget this singularly important task of capturing the "hearts and minds" of faculty members, as has been perceptively commented upon by two British researchers:

> " Most of the activity undertaken in user education programmes focuses on students, who are numerically the larger groups of clients and the most frequent users. But perhaps the partnership really needs to be between librarians and lecturers."(2)

The British Council, with their usual calm efficiency, arranged a fairly arduous but absorbing programme of visits to six CSTIs and their libraries in May 1989 (see Map). geographically scattered and ranging from the small, underdeveloped Gopabandhu Academy of Administration in Bhubaneswar (Orissa State) to the relatively large and developed Institute of Administration in Hyderabad (Andhra Pradesh State). The Faculty and Library staffs of all the CSTIs visited were most hospitable and amenable to enquiry about their Institutes and their work. The author had made out a simple Check List for use in each Institute to bring some consistency into the overall picture he was gaining and putting this data into the all important Indian context. All the CSTI libraries had problems of funding, and reference and bibliographical coverage was almost uniformly poor. It was clear that most of the libraries had been neglected by management over a long period of time. Consequently, the status and salaries of the CSTI librarians had suffered and there seemed to be a strong tendency by faculty and the administration to downgrade the library staff and ignore their efforts to improve the service. This marginalization of the library staff was bad for the morale, recruitment and

Fig. 1.


INTRODUCTION
SOME BASIC PRINCIPLES OF LEARNING
AIMS AND OBJECTIVES OF USER EDUCATION
DESIGNING A COURSE OF USER EDUCATION FOR AN INSTITUTE
METHODS OF DELIVERY OF THE PROGRAMME
TESTING AND EVALUATION OF PROGRAMME
CONCLUSIONS AND COURSE EVALUATION

DURATION OF COURSE: SIX DAYS 6 hours per day ie 36 hours

It is intended that there should be some tangible output from the course: ie User Education materials designed and used by the participants during the course, Project findings, plus course tutor's handouts and further readings.

effective use and development of the library service and this was pointed out tactfully but firmly to the directorates of the CSTIs, reminding them that political and financial support for their libraries and librarians was crucial.

The major point emerging from the initial survey was that an appropriate basic course on "How to plan and deliver user education" was needed. This would be a six day course entitled "An Introductory Workshop on User Education and Development for CSTI Librarians", with a general aim of (a) introducing the concept of user education to CSTI librarians and (b) developing a basic model programme of user education which could be used throughout all the CSTI libraries in India. The structure of the course (Figure 1) was designed to give a logical flowthrough from Introduction via Basic principles of Learning, Aims and Objectives formulation through to Evaluation and Course Conclusions. The course would aim at producing some tangible outputs, e.g. User Education materials designed and used by the course members themselves and thus relevant to the Indian local situation. It was also felt that a Group Project, running parallel with the Main Course, would bring about group cohesion and encourage interaction and effective learning if they had a common professional problem to analyse, discuss and construct a Report or Norm. With the intended participants coming from all over India, possessing differing experience and expectations, some sort of integrating mechanism was needed to encourage group discussion and harness their wide range of professional experience to the task in hand. The delivery of the course would use a wide variety of methods - groupwork,role playing, practical exercises, discussion, synectics (brainstorming) and short introductory lectures leading into a topic. Team teaching is an effective way of bringing complementary skills, experience and personalities into the teaching situation and is helpful in sharing the educational and administrative load. Thus, Mr. Peter Maltby - an experienced and able tutor librarian - now Head of Resources at Nelson and Colne College, Lancashire was earmarked to join the author and make up the team who would deliver the proposed Workshop in India. The teaching resources needed were minimal (as is wise in a developing country) and centred around the overhead projector and its transparencies, 35mm slide projector and slides, handouts and other paper-based materials and - most reliable of all - the chalkboard and chalks! "Learning by doing" was to be the keyword and active involvement by all the course members was seen to be vital to the success of the Workshop.

Arising from the Survey report and its recommendations came a request from ODA in

1990 to initiate Phase Two: the proposed "Introductory Workshop on User Education for CSTI Librarians". The author had originally envisaged a six day course, replicated in three geographically spread venues in India, thus giving a good "catchment area" for course participants and making the most economical and effective use of the British team. The reality was that the Workshop would be taught once at the Indian Institute of Public Administration (IIPA) in Delhi; there would then be a period of evaluation and modification in Delhi, followed by delivery of the newly modified course at the Administrative Training Institute, Mysore in Karnataka State, South India. The first six day Workshop was duly conducted at the IIPA Delhi in early February; there were 18 course members from a wide variety of Central and State Training Institutes' libraries (See Appendix One).

The method of delivery proved appropriate; using team teaching and lead lectures, combined with groupwork with as much practical bias as possible to utilise members' professional experience and to tie the Workshop firmly into the Indian milieu. Use was made of the IIPA Library for practical assignments and a very useful and informative visit to the British Council Library in New Delhi was made as part of the programme. Running concurrently with the main teaching programme was the Group Project on "Marketing the Library: integrating library services into the CSTI curricula", with the course members divided into three groups to work independently towards a consensus which was consolidated on the final day to form a Group Report.

This first Workshop was duly evaluated and modified accordingly. This modified Workshop was then conducted at the ATI Mysore venue with 12 course members from the usual wide range of CSTIs (see Appendix Two). The Group Project had proved hard going and too theoretical for the Delhi Workshop so the concept had to be altered slightly to a more practical, work related Group Task: "The Design and delivery of a model library user education programme". This was more appropriate, and encouraged greater cooperation and cohesion between the course members and proved a useful integrating mechanism between the mainstream elements of the Workshop and the Group Task itself.

The Course evaluation process at both the Delhi and Mysore venues threw up some useful and interesting points. Many course members observed how valuable it had been to meet and interact with other CSTI librarians, to exchange ideas and share professional

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concerns. Most course members seemed to like the teaching and learning styles employed, particularly the discussion method and practical exercises. The awareness of a need for basic marketing skills to be acquired and deployed by CSTI librarians was also commented upon several times. Clearly, an important seed had been planted in the members' professional consciousness. The key aims of instilling a general awareness of basic user education theory and practice and of integrating the library into the curriculum by developing user education programmes appeared to have been achieved. However, a cautionary note must be sounded here. It is relatively easy to attend a course, gain some knowledge, ideas and a few basic skills. It is not so easy to introduce these ideas into one's own Institution and its library service. Change is often resisted - not least by some library staff - and the tenacity and political and administrative skills deployed to achieve progress in introducing successful user education must be of a high order of competence. Thus the circle comes back to the librarian as evangelist and educator.

Other good points arising from the Course Evaluation were the constant need for further practical work, using a good, modern library as a teaching and demonstration model (not too easy to find such a library!) ;more tying in of the course to the Indian situation; more problem solving exercises. On ideas for future training needs the overwhelming desire was for further developmental courses on user education planning and delivery; more experience on using audiovisual techniques in user education programmes; basic IT awareness courses and general professional updating. Perhaps many of these expressed needs are within the remit of the Indian Library Association, INSDOC and the various Library Science faculties of the Indian University sector as part of their In-Service provision to the profession. Maybe the new and impressive Indira Gandhi National Open University (IGNOU) with its sophisticated distance learning methods can make a useful input to solving these problems. All this is really entering into the arena of Continuing professional Development (CPD) - an increasingly important topic which is exercising the corporate professional mind in the UK at this moment. Whether CPD can ever be planned and delivered effectively in a country so vast and diverse as India raises some interesting questions, concerning - amongst other things -accessibility, structure and mode of delivery, costs and equal opportunities, and the rights and duties of the professional librarian.

What then are the conclusions and observations arising from this case study in introducing the idea of user education to a discrete group of Indian librarians? The Workshops at Delhi and Mysore appear to have been successful in achieving their aims - with the cautionary note, born of a little experience in Third World library development, that although the seeds were planted germination is not automatic. CSTI librarians face a tough, uphill struggle to convince the appropriate authorities that user education in the curriculum is a valuable and vital process in ensuring the acquisition and use of effective lifelong learning and information handling skills by the CSTI trainees. Many of the UK tutor librarians had a similar battle to establish their special professional contribution to the education and training system of the nation. There are vested interests which resist change. Teaching faculty can be unwilling to change their methods; administrators often have poor opinions of librarians; students and trainees themselves can sometimes be amongst the most conservative opponents to changes in learning and teaching. A hidden concern amongst many teachers is that of redundancy: if librarians can instill independent learning methods successfully and permanently into students then will that not diminish the central role and function of the faculty?

The calibre, qualifications and experience of those librarians selected to plan and deliver user education must be a matter of great concern and priority. Good teaching - or, more properly, "good facilitation of learning" is incredibly difficult to achieve at the best of times, and to expect a librarian to become an expert, confident, innovative "tutor librarian" without appropriate professional education and training seems nonsensical and counterproductive. Perhaps here is an arena in which the LIS Schools could play a more positive and innovative role in producing librarians who are also educators ,in the best sense of the word. Possibly the way forward in the Indian CSTIs' own situation is to use the stratagem of "creeping user education": by small incremental stages in the Institutes, trying various approaches with various groups of trainees; working from the "grass roots" upwards and building rapport, trust and professional credibility with the faculty. Thus, by stealth and subtlety, it might be possible to insert a modicum of user education into the Institutes' curricula.

The final conclusions reached were that there seemed to be a willingness to be exposed to new ideas and a growing realisation that perhaps the marginalized position of CSTI librarians was not fixed immutably and that they could move into a professional and progressive relationship with faculty by involving themselves fully and willingly in exploiting their library's dormant resources and becoming an integral and valued part of the Institute's learning and teaching systems. It is perhaps here, in the "hearts and minds" arena that the most valuable progress with a sometimes dispirited, isolated and passive clientele was made. In the final analysis it is up to the CSTI librarians themselves to be the "change agents" and introduce effective library user education into their Institutes. It will be difficult but the potential rewards are great.

The British team in their Report to ODA and DOPT suggested strongly that there should be a Phase Three, whereby, -apart from a re-run of the "Introductory Workshop " to "mop up" the remaining CSTI librarians who missed the Delhi and Mysore Workshops- a Seminar on "User Education and its integration into the CSTI curricula" be delivered twice to senior faculty members of the Institutes at appropriate venues. The author has recently learnt that this Phase Three proposal has been accepted, with a view to delivery in early 1993. This will be helpful in keeping "User Education Training" firmly on the agenda of the DOPT and the CSTIs themselves. Progress is being made, very slowly, but the signs are encouraging. Some germination is occurring, but there is a long way to go yet.

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ATI, Mysore: The Director,Deputy Director and Librarian
and Peter Maltby, who shared the load and, like me, learned a lot!

APPENDIX ONE

LIST OF COURSE MEMBERS; IIPA DELHI: 29 January to 3 February 1990.

1:Librarian, Institute of Criminology and Forensic Science, New Delhi
2: Asst.Librarian, IIPA, Delhi
3: Asst.Librarian, MIDA, Pune.
4: Officer Engrg (TL), Advanced Level Telecomms Training Centre, Ghaziabad.
5: Research Officer, Central Documentation and Library, Forest Research Institute,Dehra Dun
6: Professional assistant; Lal Bhadur Shastri National Academy of Administration, Mussoorie
7: Librarian, Sardar Patel Institute of Public Administration, Ahmedabad.
8: Junior Telecomm. Officer, ALTTC, Ghaziabad
9: Librarian, U.P. Academy of Administration, Nainital.
10: Librarian. Gopabandhu Academy of Administration. Bhubaneswar.
11: Librarian, Dept. of Personnel and Training: New Delhi
12: Librarian, HCM Rajasthan State Institute of Public Administration. Jaipur
13: Asst. Librarian. Institute of Administration, Hyderabad.
14: Librarian, Institute of Secretariat Training and Management, New Delhi
15; Librarian, Bureau of Police Research Development, New Delhi
16: Asst. Librarian, IIPA, Delhi
17: Librarian, Foreign Service Training Institute, New Delhi.
18: Asst. Librarian, IIPA, Delhi

APPENDIX TWO

LIST OF COURSE MEMBERS, ATI MYSORE, 12 to 16 February, 1990.

1 Deputy Librarian, LBS National Academy of Administration, Mussoorie
2:Librarian, SVP National Police Academy, Hyderabad
3:Assistant Librarian, Postal Training Centre, Mysore,
4: Librarian, Institute of Management and Government, Kerala
5: Librarian, Administrative Training Institute, Ranchi.
6: Asst. Librarian, Gopabandhu Academy of Administration, Bhubaneswar..
7: Librarian, Assam Administrative Staff College, Khanapara.
8: Chief Librarian, Administrative Training Institute, Mysore
9: Film Librarian, DOPT, New Delhi
10: Asst. Librarian, Sardar Patel Institute of Public Administration, Ahmedabad.
11: Documentalist, Uttar Pradesh Academy of Administration, Nainital.
12: Senior Librarian; Administrative Training Institute, Mysore

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58TH IFLA
GENERAL CONFERENCE
WG User Education
Open Meeting
September 2, 1992
at 15.50–18.00

Oiij Kokkonen

User education around the world: the UNESCO survey of library and information user education programmes in some developing countries

Since the start of the Unisist programme in 1971, UNESCO has been involved in the development of library and information user education, mainly by organizing seminars and publishing documents. In August 1990, the Unesco Expert Meeting on the Training of information Users in Higher Education was held in Espoo, Finland.

For its 1990 seminar UNESCO decided to prepare a survey of user education programmes in selected developing countries or regions. The survey was carried out by Dr. Nancy Fjällbrandt from Chalmers University of Technology, Sweden. The draft survey report was presented at the 1990 seminar. Unfortunately the material from India came too late to be included in the original report. Dr. Fjällbrandt has, however, very recently analysed the Indian data and presented it as a supplement to her original report. Regrettably, she is not able to present her findings at this conference. My presentation is a summary of her two reports.

The main goals of the UNESCO survey were
- to give an overview of the state of library and information user education in developing countries
- to indicate recent changes in information technology in the field of library and information services and illustrate their impact on user education
- to make proposals for action.

The survey was based on material received from Africa, the English-speaking Caribbean, Colombia, the People's Republic of China, the Philippines and India. It was not the intention that the survey should provide comprehensive coverage of the worldwide state of user education. Rather, it offers examples from different parts of the world as a basis for a discussion about how we should develop the education of information users in higher education.

The material was collected with a questionnaire, distributed by correspondents responsible for the abovementioned countries and regions. The questionnaire was designed to provide information about three types of user education:
- library orientation
- instruction in conventional manual information retrieval
- instruction in computerized information retrieval.

Examined were the volume of teaching (the number and length of the courses and the number of participants) and teaching methods and media. Open questions about the aims of user education and about any development plans and priorities were a prominent feature of the

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questionnaire. The respondents were also asked whether their user education courses were evaluated in any way.

By the time of the 1990 UNESCO seminar, replies were received from the following regions and countries:

- Africa: Botswana, Kenya, Lesotho, Zambia and Zimbabwe: 7 replies;
- the English-speaking Caribbean: Antigua, the Bahamas, Barbados, Belize, Grenada, Guyana, Jamaica, St. Lucia, Trinidad and the Virgin Islands: 13 replies;
- the People's Republic of China: 15 replies;
- Colombia: 43 replies; and
- Philippines: 26 replies.

46 replies arrived from India only after the seminar document had been finalized, and they are analyzed in the supplement to the seminar report. In this paper, too, the Indian figures are discussed separately.

Because of the low rate of reply, any quantitative analysis of the results is rather unreliable and non-informative. Nancy Fjällbrandt gives, however, overviews of the methods and media used for different types of user education.

Library orientation was provided at almost all the responding institutions. The most usual methods of instruction were lectures (82 per cent), guided tours (75 per cent) and demonstrations of user aids (65 per cent). 80 per cent of the institutions had a library guide.

76 per cent of the institutions gave courses in manual information retrieval. Practical exercises (87 per cent), lectures (78 per cent) and demonstrations (73 per cent) were the most commonly used teaching methods. Subject guides were also furnished by many libraries (62 per cent). By contrast, the use of audiovisual media was relatively rare: tape/slide presentations for groups (32 per cent) and videos (22 per cent) were provided by some institutions.

25 per cent of the respondents gave courses in computerized information retrieval, 11 of which were from the Peoples' Republic of China. Five Chinese institutions had made use of simulation programmes in user education. This may be the result of the UNESCO seminar on Software Packages for Training Information Specialists held in Gothenburg, Sweden, in 1987.

The 46 replies from India represent only 27 per cent of the 168 questionnaires distributed in the country. The responding institutions varied considerably in size, ranging from large universities to specialized institutions.

32 of the responding libraries gave orientation courses for new users, while 19 libraries had courses in manual information retrieval. 4 libraries gave courses in computerized information retrieval. In addition, one library had demonstration courses in on-line searching, while another was planning to introduce such a course. Teaching methods were much like those mentioned in the responses from the other countries: lectures, demonstrations of user aids and guided tours were the most popular methods.

In general, training in computerized information retrieval seemed to be badly lacking in developing countries. This is of course partly due to the overall scarcity of resources in the countries concerned, arising mainly from the problems and costs of international telecommunication systems. On the other hand, it was obvious that at the time of the survey, many institutions were not yet familiar with the relatively cheap alternative solution of building small databases that could be run on microcomputers. It is very likely, however, that the UNESCO CDC/ISIS project, implemented, for instance, in the Philippines between 1990 and 1992, has by now changed the situation. In spite of many difficulties, the computerization of library and information services and the use of CD-ROM databases have, since 1989, become more common in developing countries. It is obvious that as regards the training of users in computerized information retrieval, the results of the survey are getting out of date.

There were two countries, Colombia and the People's Republic of China, with an exceptionally high rate of responses. Obviously, this was a result of the user education programme of one active institution in each of the respective countries. In Columbia the programme was organized by SIDES, the Information and Documentation System for Higher Education, in China by ISTIC, the Institute of Scientific and Technical Information of China. In their countries, both institutions have acted as advisors and coordinators for the development of user education, organizing seminars and producing teaching material. They also collected the local material for the present survey.

The Colombian SIDES programme has been designed for the following user groups

- undergraduates
- postgraduates and research workers
- the academic staff of institutions of higher learning
- professionals, e.g engineers and health workers.

In Colombia, the effects of the project could be clearly seen at the practical level. SIDES had offered user education for specific postgraduate user groups and for university staff. Further, it trained librarians and faculty members who in their turn trained undergraduates. The audiovisual material produced by SIDES was widely used at the responding institutions, which also actively commented on the programme.

Whenever any of the institutions discussed here had been engaging in collaborative projects, the results had proven fruitful. Nancy Fjällbrandt recommends joint efforts and resources especially in the production of teaching materials, such as printed subject guides or audiovisual material. She also points out that as regards evaluation, shared expert help could act as a stimulus.

It was felt that cooperating with the teaching staff and harmonizing user education with academic programmes in general was crucial from the point of view of the relevance of user education. "The teachers and the librarians should work hand in hand" was a comment from the Philippines. Nancy Fjällbrandt points out that perhaps the most important aspect of it all is the creation of an awareness of the importance of user education.

In their replies the institutions emphasized the importance of defining the goals and objectives of user education. The Indian responses to the questions about the goals and objectives of user education do not essentially differ from the responses from the other countries. Eight of the responding Indian libraries possessed written aims and objectives. Let us take an example of such statements from North Eastern Hill University, Shillon:

- to enable the user to be able to find books on some special subject
- to ensure that the user can exploit library resources adequately and to his own satisfaction
- to develop in a user confidence in the use of the library and in the library staff
- to enable the student to know how information is organized in his own field of interest and how to use the relevant basic reference tools.

The goals of the Colombian programme were formulated at two levels:

> General objective:
>
> "The programme intends to improve the low level of bibliographic resources and library services existing in our country, by training its users on the information value for any area of knowledge, and also how to get it and how to use it in the best way"
>
> Specific objectives:
>
> "- supporting research in higher education
> - promoting the use of bibliographic tools and information services, in both the higher education and productivity sectors
> - keeping together higher education teachers and libraries, so that they may become a multiplying agent for their pupils
> - training users in designing and getting ways of searching and retrieving information"

Very few institutions in any of the countries covered by the survey had experience of any form of evaluation of the courses offered by them. 45 out of 100 institutions, in India 6 out of 46 institutions, had carried out an evaluation of library user education. In most cases, what was evaluated were courses in manual information retrieval. Of the institutions offering training in computerized information retrieval, only five had evaluated their training. It might be mentioned in this connection that in 1986 Shri D.N. Phadke as his MLS dissertation at the University of Bombay conducted an evaluation study of the user education programmes offered by the five Indian Institutes of Technology.

Future plans for user education were, likewise, very similar in all countries. Some examples of the more general plans of the respondents from different parts of the world were:

- to introduce user education as compulsory course to the new M.A. / Ph.D. students of the programme
- to cover all the research areas of the faculties
- to accumulate instructional materials and print textbooks and workbooks for students
- to produce more audio-visual aids and methods for instruction
- to start user orientation in computerized services
- to make use of computerized teaching methods
- to have a librarian with user education as his or her sole responsibility
- to achieve more publicity to the university teaching community about the need for cooperation and the importance of the library and information for development
- to evaluate the courses.

In her Indian report Nancy Fjällbrandt summarizes a number of books and articles dealing with user education in India. The problems of user education are pointed out by Nanda and Das in their 1987 article (Nanda, V.B. & Das, Keshav, User education in Indian universities. IJALIS 13-15(1985-87), pp.1-9). The problems apply to any developing country. In the view of Nanda and Das, the main obstacle is the shortage of human and financial resources. In other words, there is scarcely any money available for training and engaging user education personnel and for developing teaching materials. Few librarians have received professional training in planning, teaching and evaluating user education. The authors also point out that in India there is a lack of "communication between the libraries on the teaching methodology and materials and media employed in user education, everybody working independently". They also refer to the apathy displayed by both librarians and the academic community, remarking that due to various problems, many of the earlier programmes of user education appear to have been short-lived experiments.

The problems mentioned above are probably well known in most developing countries, or in advanced countries, too, for that matter. Nancy Fjällbrandt points out that the survey revealed in many of the respondents from all countries an enthusiasm for and an interest in developing user education. In her Indian report she reminds us of Ranganathan's first four Laws of Library Science:

1. Books are for use
2. Every reader his/her book
3. Every book its reader
4. Save the time of the reader

They are, she says, road signs for all librarians to "teach the users how to make an efficient use of the myriad information resources available".

We may agree with Nancy Fjällbrandt when she emphasizes that the only way to improve access to existing information resources is to develop both the services as such and the ways in which they are exploited. A lack of resources – of staff and materials – is an obstacle, but not an invincible obstacle, in the plans drafted by the responding librarians and information specialists in their replies to the present survey. Information use can only be based on information awareness. "Ways must be found to cut off the growth of the information gap inbetween so-called developed countries and developing countries, user education may be one tool in the work"[1], Nancy Fjällbrandt points out in her report.

As I mentioned at the beginning, Fjällbrandt's survey was discussed at the 1990 Unesco Expert Meeting which took place in Espoo, Finland. The meeting made several proposals for action, out of which I will here mention the most essential ones:

- a pilot project with international support should be established in a specific institution situated in a specific developing country to develop different aspects of user education
- seminars should be organized at the national or regional level to train instructors of user education
- appropriate teaching materials should be developed for user education at the various levels and in the different fields of academic education
- implementation of new technologies in user education should be encouraged
- academic staff should receive appropriate education and training in the use of information sources
- guidelines for user education should be prepared so as to help librarians and information specialist to develop user education
- UNESCO might consider contacting appropriate bodies in its member states about promoting training in the use of information
- IFLA might consider creating a Round Table on User Education, which would provide a forum for international action.

Dear Colleagues, we have gathered together here to forward the last proposal.

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Ask the same question and get a different answer - A case study in library opening hours surveys

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Curtin University of Technology Library and Information Service, Perth, Australia

Introduction

We're reporting today on a series of user surveys conducted to obtain student opinion on the opening hours at Curtin University of Technology's Library and Information Service, (CUTLIS). Curtin University is in Perth, Western Australia. Curtin's library provides a largely centralised service to a student body of close to 18 000. CUTLIS has a good record in the field of applied research, with a sound relationship existing between our research unit and practitioners like myself. The climate that exists enabled us to approach the surveys both from a practical perspective and later from one of intellectual curiosity.

During the second half of 1991, spurred on by the annual round of budget submissions, increasing demands by students and mutterings of industrial action by some staff, we decided to conduct an extensive survey to determine the opening hours preferred by our clients.

The objectives of the survey were to determine:

- the level of satisfaction associated with the current opening hours of the library
- preferred times for extended opening hours
- which student groups were most interested in extended hours
- the potential level of demand on library services during extended hours
- the activities students were most likely to undertake during extended hours and, in turn, the services they would use.

Initially we used two methods to distribute a questionnaire designed to elicit user opinion. First, we placed copies of the questionnaire near the library entrance. Secondly, students drawn at random from the general student body received postal questionnaires. This ensured adequate representation in the survey of the views of our part-time students.

A comparison of the results of the two surveys showed a major significant difference, stemming from the different distribution methods. We then decided to administer the same questionnaire a third time, this time randomly interviewing clients as they exited the library. Again some significant differences emerged.

Today I will describe the results of the Opening Hours Survey. I will highlight the different responses obtained through using three methods of distribution, some of the interesting findings overall and the advantages and disadvantages of the three methods. A separate report describes the results of the survey in more detail.

I will also refer to ancillary data that we have used to validate the survey findings. This data, extracted from subsequent in-house surveys and the library's operating statistics, includes:

- An exit survey conducted shortly after the Opening Hours Survey. Library users were interviewed as they left the library. The objective of the survey was to determine which services and facilities students had used during their visit to the library. We hoped this would validate the reasons given by our clients for using the library during the extended hours.

- Head counts of users in the reference and CD-ROM area of the library. Head counts were recorded over a period coinciding with the user survey. The aim was to provide additional information on 'actual' library usage during extended hours. Counts included the number of students engaged in various activities, such as asking for information and using the CD-ROMS.

- Turnstile statistics during the same period as the survey. The Circulation section maintains turnstile statistics that indicate the number of people leaving the library on a daily basis. In the context of this survey, we have used them as indicators of demand for library services.

Methods

The questionnaire

The survey questionnaire consisted mainly of closed ended questions. The questionnaire design ensured all potential responses. Each question had a range of answers. However, respondents could add any answers not covered in an empty category provided. At the end of the questionnaire, an open ended question invited further comments on opening hours.

Firstly, respondents gave a yes or no response to indicate their satisfaction with the library's opening hours. Secondly, we encouraged them to indicate preferred days and times for extended opening hours. Questions designed to gain information on their reasons for visiting the library during extended hours and the characteristics of the survey population followed.

Previous surveys conducted by CUTLIS staff (Allen and Exon 1983; Oliver 1989) provided information on question structure and the proposed survey methods.

Distribution

We distributed the questionnaire at the beginning of second semester, in August 1991. Participation in the survey was anonymous to ensure confidentiality and encourage respondents to openly express their views. The implication was that duplicated responses went undetected. However, we felt that the value of more genuine responses far outweighed any potential problems resulting from duplicated responses.

Internal Survey

Questionnaires distributed internally lay on a table near the library entrance turnstiles over two weeks. Stocks were replenished at irregular intervals. A poster encouraged people to participate in the survey. Completed forms were collected from a box near the exit twice daily on all days the library was open. Staff collected batches at 5.00 pm and 8.15 am and immediately assigned values to signify the collection day and time (eg. Monday evening).

Collection times ensured that proportions of the survey population, representative of day time and evening users on each day, were identifiable. The assumption was that most respondents would complete the form while they were in the library. Therefore, questionnaires collected at 5.00 pm would represent library users on the day of collection. Questionnaires collected the following morning would represent library users on the previous evening, from 5.00 pm until the library's closure.

Postal Survey

A postal survey ensured the representation of a broader range of students. Postal distribution was regarded as the most effective method of canvassing the views of part-time students and non-users of the library in particular. We mailed 1 500 questionnaires to a sample of students drawn from the general student body - 618 questionnaires went to part-time students and 882 questionnaires to full-time students.

Interviews

For one week library users were randomly interviewed as they exited the library. Interviews covered two hour periods, distributed across the days and evenings the library was open. In total there were 15 survey sessions.

Interviewees answered questions from the survey questionnaire. To facilitate the interview process interviewers used prompt cards listing answers for some questions. At the end of each interview session all completed questionnaires were bundled together and the session time recorded on a cover sheet accompanying the bundle.

Overall results

Sample size

In total, 1 681 respondents participated in the Opening Hours Survey. The internal survey accounted for nearly 50% of the respondents with the remainder evenly divided between the postal and interview surveys (Table 1).

Table 1

Number of survey forms completed

Internal Distribution	Postal Distribution	Interview	Total
823	465	393	1 681

Response to current opening hours

The majority of respondents expressed dissatisfaction with the Library's opening hours. The high level of dissatisfaction appears to be largely due to the closure of the Library on Saturday, since a high proportion (87%) of respondents indicated a preference for Saturday opening. Much lower proportions suggested extended hours on Monday to Friday, or on Sunday.

Dissatisfaction was expressed by students overall and was not dependant on the nature of their enrolment. There were no significant differences between the students who expressed a dissatisfaction with the opening hours or a preference for Saturday opening. Responses overall bore no relation to the enrolment status or level of study of students.

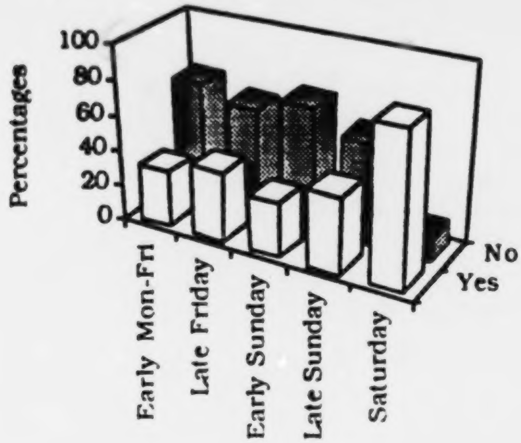
Preferred times for extended hours

Throughout the general comments respondents repeatedly stressed the importance of Saturday opening around exam times. However, this opinion contrasts with the library's operating statistics. During exam periods we do not record high attendances either for Saturdays or extended hours.

The statistics show that library usage is significantly reduced around examination time. The library turnstile readings for 1991 show a marked decline in the examination months. The figures tend to peak during the three months preceding exams.

Presumably, the survey results reflect students' anxiety over access to the library around exam periods. Many may want to ensure the maximum potential time for access, even though they may not necessarily use the library on a Saturday. Students may visit the library less than usual around this time.

Students may also require the library for different reasons around exam time. Their interest may be more in obtaining copies of exam papers and studying within the library, rather than performing literature searches or research oriented tasks.

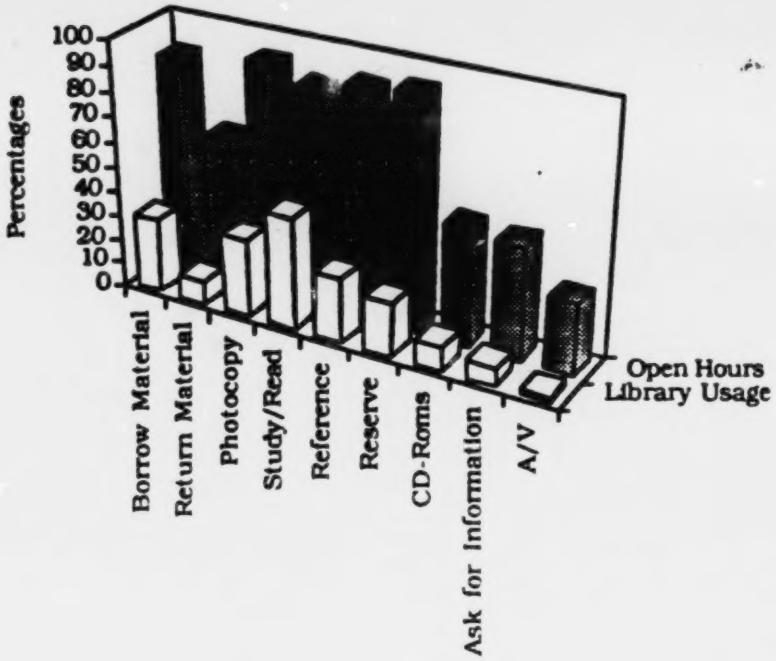

PREFERRED TIMES FOR EXTENDED HOURS

Use of the library during extended hours

The results related to library usage suggest that extended hours provide users with the opportunity to obtain information and access materials for use within the library. Most respondents indicated that they would use extended hours for photocopying, to access the reference and reserve collections; for studying and reading; and to borrow and return materials. High response rates subsequently showed up for some of the support services for these activities, including the loans desk, photocopying desk and the information desk.

Similar levels of interest in the above activities also emerged from the Exit Survey. Although demand levels were not as great in the Exit Survey, higher numbers of respondents showed an interest in the same activities. More respondents indicated they had visited the library to borrow materials, study and read, use the photocopiers, reference and reserve collections.

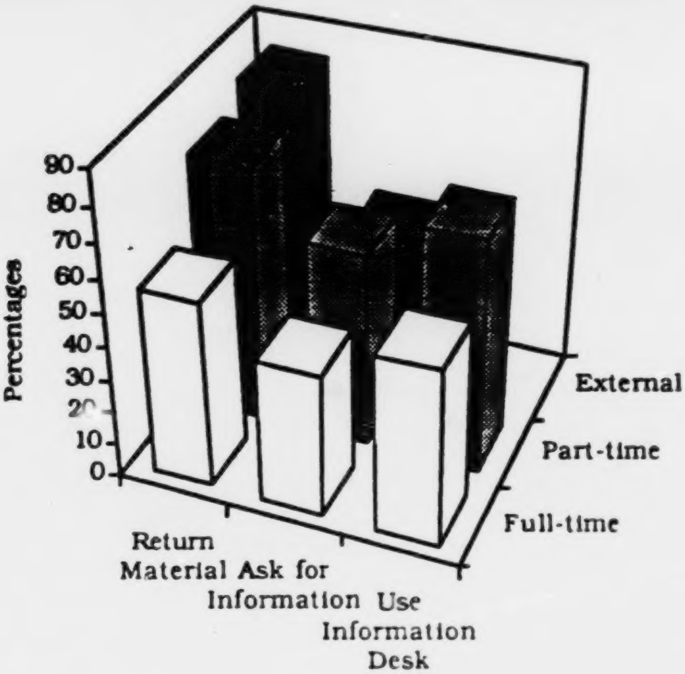
USAGE RESULTS FOR THE OPENING HOURS & EXIT SURVEYS



Two reasons may account for the high level of interest in these activities. Firstly, students believe there is less demand on photocopiers and library materials during extended hours. The general comments given by respondents indicated this. A previous in-house survey conducted in 1989 obtained similar results. Students who favoured weekend usage stated reasons such as reduced competition for facilities and higher numbers of reshelved books.

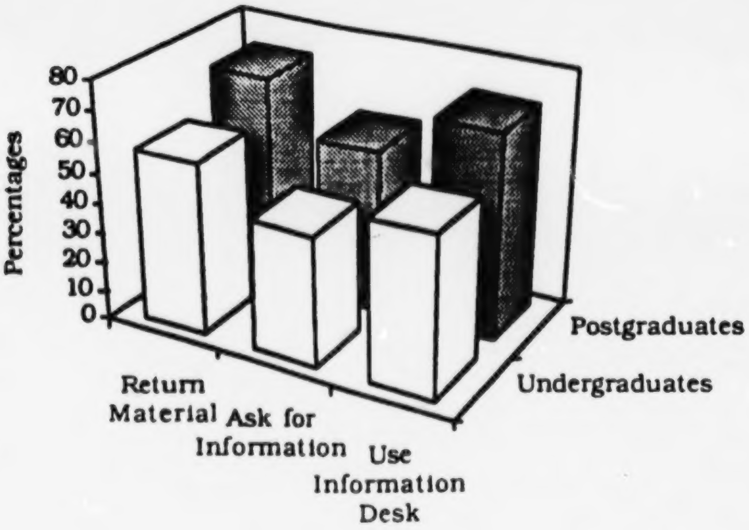
Secondly, some student groups are highly dependant on extended hours to perform information retrieval related tasks. Chi-squared analysis shows that compared to full-time students a greater proportion of part-time and external students indicated they would use extended hours to return materials, ask for information, and use the information desk. General comments given by respondents reinforced this further.

USE BASED ON STUDENT STATUS



Similarly, a larger proportion of postgraduates than undergraduates indicated they would also use extended hours to perform the same tasks. We attribute this similarity in responses to personal commitments and other requirements that postgraduates may have in common with part-time and external (metropolitan) students. Although many post-graduates at Curtin are part-time, it is not attributed to this factor since 58% of the part-time students surveyed were undergraduates and the remaining 42% were postgraduates. The survey indicates that part-time and post-graduate students have common library usage requirements for extended hours.

USE BASED ON LEVEL OF STUDY.



The high level of interest shown in photocopiers, reference and reserve collections seems logical given the borrowing restrictions on reference and reserve materials. However, the validity of the figure for reference collection usage (90%) remains questionable. Librarians use the term 'reference collection' to identify a distinct group of library materials. It is not clear whether users of the library service generally use the term in the same way. From their perspective the term may refer to the general library collection. Moreover the questionnaire may have inadvertently implied this more general definition of 'reference collection'. Apart from the reserve collection, it was the only other discrete part of the library collection referred to in the question on library use.

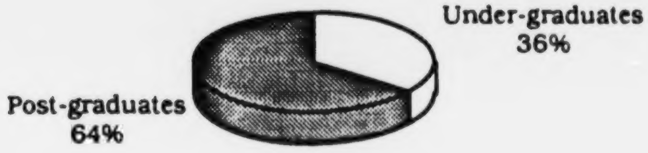
CD-ROM usage

Given the timing of the survey, respondents expressed a relatively high level of interest in CD-ROM usage (46%). The CD-ROM network was installed shortly before the survey was conducted. This new service had not been promoted and user education sessions, dedicated to CD-ROMs ('CD ROM sign up sessions'), did not begin until the start of the academic year following the survey. In view of these factors, the level of interest shown in CD-ROM usage was high. Presumably a similar survey conducted a year later would result in an even higher figure and more accurately reflect current interest in CD-ROM usage.

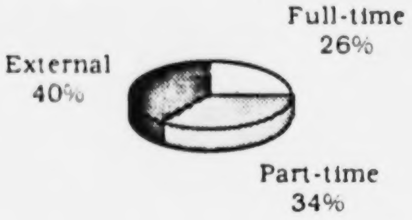
Consistent with the results for other activities, levels of interest shown in CD-ROMs also related to student type. Larger numbers of part-time, external and postgraduate students indicated they would use CD-ROMs during extended hours. There was a significant difference between the response of students based on student status and level of study ($p<0.05$)

Hence usage of the CD-ROMs, like other library resources, is pertinent to these student groups during extended hours.

CD-ROM USE BASED ON LEVEL OF STUDY



CD-ROM USE BASED ON STUDENT STATUS



Methodological questions

Sample size

We wanted sufficient returns to produce an acceptable sampling error and found a table of sample sizes and confidence levels by de Vaus (1991) to be extremely helpful. According to de Vaus the sample of 1 681 leads to an estimated sampling error of no more than 2.5%. Similarly the internally distributed returns of 823 leads to an estimated sampling error of 3.5% and the other two methods 5%.

Advantages and disadvantages of the methods used

Internal distribution of the questionnaire was simpler and cheaper than the postal and interview methods. However it seems that more respondents in the internal survey may have given exaggerated or frivolous answers. This may account for the significantly higher dissatisfaction expressed by the internal respondents, as discussed in the next section.

In comparison, the effort required in returning questionnaires posted to respondents may have discouraged casual responses, particularly as respondents had to pay for postage costs if they chose not to return their questionnaire by hand. The same assumption holds for the responses of interviewees. We believe that most respondents would provide honest and reliable answers when asked questions about the library in a face-to-face situation.

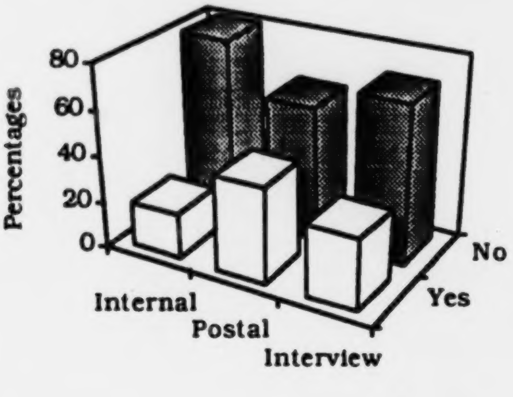
Hence, although more costly, the interview and postal methods may produce a higher level of valid responses. Moreover, the postal survey offers the advantage of incorporating responses from non-users of infrequent users of the Library. Both methods were also more likely to discourage the duplication of results.

In our opinion the interview method emerges as the most favourable for this type of survey. It is a relatively quick way of obtaining user opinions. The interview results are more likely to reflect the intuitive responses of survey respondents due to the limited time they have to consider their answers.

Different responses from different methods

Chi-squared analysis shows there was a significant difference in satisfaction with the library's opening hours across the three methods. Students participating in the internal survey showed less satisfaction than those participating in the postal and interview surveys. (*df* 2p.< .001)

SATISFACTION BASED ON METHOD



The reasons for this difference are not clear. Nancy van House's (1990) conclusion on surveying methods may best explain it. She argues that questionnaires should not be left out with a sign asking users to complete them. "The results will probably be skewed. Participants are likely to be either very pleased with the library or very displeased, and take the opportunity to tell you so."

Other significant differences also emerged across the three methods. The differences are difficult to interpret and therefore any interpretation would be conjecture. We include three examples:

- There was a significant difference in some of the preferred times given for extended hours. Fewer respondents from the postal survey indicated a preference for earlier opening hours during the week and on weekends and for later opening hours on Sunday (df 2$p<0.001$)

- There was a significant difference in the response to studying and reading in the library. More respondents from the postal survey indicated they were likely to study or read in the library during the extended hours. (df 2$p<0.001$)

- Lastly, there was a significant difference expressed about the usage of CD-ROMs. Fewer respondents from the interview survey indicated they would use the CD-ROMs during extended hours. (df 2$p<0.001$)

Further research

At this stage many issues related to extended hours remain unresolved. Firstly, other factors not covered in the survey may also have an impact on the demand for extended hours and subsequent service usage. For example, the proximity of the library for most users, the ratio of restricted access to loanable materials, the availability of public transport during extended hours and the comprehensiveness of the collection. The importance of such factors is evident in other studies [eg Seki (1987), Bruijns (1980), Lohse (1978)]. Future opening hours studies could consider these factors as will our current review of CUTLIS services.

Secondly, information is needed for decision-making on issues associated with opening hours, such as staffing requirements. We need information on the various factors that affect staffing, including levels of usage, students' information needs, and any marked changes in information needs throughout the year. This will ensure decision-making based on a broad range of user considerations.

To determine the changing information needs of students, their broad based information requirements at different times of the year could be identified. This is possible through examining other operating statistics maintained by the library (ie those that identify the nature of the demand for library services) conducting user surveys or interviews. We are embarking on a major survey of this nature as part of the library's second strategic plan. An analysis will follow to determine the resources required to satisfy those needs, the library's ability to service them, expected periods of higher demand and the possibilities for reallocating resources for service delivery to clients.

Conclusion

We feel this series of user surveys met the overall objective of determining the opening hours preferred by a major client group. We were able to measure the level of satisfaction with the existing situation, determine the preferred times for extending hours and to some extent predict potential demand and activity for specific library services. In addition we came across some interesting methodological issues, particularly *vis a vis* the distribution of questionnaires. Our experience will determine how CUTLIS will approach applied research of this nature in future.

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